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THE RELATIONSHIP BETWEEN ATTACHMENT STYLE
AND CAREER SATISFACTION IN PRIVATE
ORGANIZATIONS IN TURKEY

BURCU ALSAN

112632002

TEZ DANIŞMANI: YRD. DOÇ. DR. RYAN MACEY WISE

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Türkiye’de Özel Kuruluşlarda Çalışanların Bağlanma Stilleri ile
Kariyer Memnuniyetleri Arasındaki İlişki

Burcu Alsan

112632002

Tez Danışmanı: Ryan Macey Wise, Yrd. Doç. Dr.....

Juri Üyesi: Ümit Akırmak, Yrd. Doç. Dr.....

Juri Üyesi: Çiğdem Vatansever, Yrd. Doç. Dr.....

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Abstract

Research has demonstrated that attachment styles are significant indicators of interpersonal relationship quality. However, attachment theory has been largely limited to researches on the romantic relationship for adults, relationship between caregivers and children or adolescences. This study aims to explain the theory of attachment styles in the workplace by investigating the difference between attachment styles, organizational factors and their relationship with career satisfaction of employees in Turkey. A total of 288 employees working in 2 different main sectors, between the ages of 22 to 60, participated in this study. Adult attachment styles were measured with Relationship Scales Questionnaire and career satisfaction is assessed with Career Satisfaction Scale. A series of multiple hierarchical regression analyses, Pearson correlation tests and factor analysis were conducted to examine the relationship between career satisfaction and attachment style, and organizational factors. The results demonstrated that there was significant correlation between career satisfaction and secure attachment, dismissing attachment and salary. Overall, the results revealed that organizational factors and attachment styles are related to career satisfaction to a certain extent. Both theoretical and applied implications of the results were discussed and also suggestions for future directions were addressed in order to broaden our understanding of the role of attachment style in the workplace.

Özet

Araştırmalar, bağlanma stillerinin kişilerarası ilişki niteliğinin önemli bir göstergesi olduğunu göstermiştir. Ancak bağlanma teorisi, yetişkinler arası duygusal ilişkiler, ebeveyn ile çocuk veya ergen arasındaki ilişkiler üzerine yapılan araştırmalar ile sınırlı kalmıştır. Bu araştırmada, bağlanma stilleri, organizasyonel faktörler ve bunların kariyer memnuniyeti ile ilişkisi incelenerek, bağlanma teorisinin Türkiye'deki iş ortamında anlaşılması amaçlanmaktadır. Çalışma, 22-60 yaşları arasında, 2 ana sektörde çalışmakta olan, toplam 228 kişinin katılımından oluşmaktadır. Yetişkin bağlanma stilleri İlişki Ölçekleri Anketi ile kariyer memnuniyeti ise Kariyer Memnuniyeti Ölçeği ile ölçümlenmiştir. Kariyer memnuniyeti ile bağlanma stilleri ve organizasyonel faktörler arasındaki ilişkiyi incelemek için hiyerarşik regresyon analizi, Pearson korelasyon testi ve factor analizi uygulanmıştır. Çalışmada, kariyer memnuniyeti ile güvenli bağlanma, kayıtsız bağlanma ve aylık gelir arasında anlamlı düzeyde korelasyon bulunmuştur. Sonuçlar, organizasyonel faktörlerin ve bağlanma stillerinin kariyer memnuniyeti ile ilişkisi olduğunu ortaya koymuştur. Bağlanma stillerinin iş ortamındaki etkisini anlamak için bulguların teorik ve uygulamaya yönelik anlamları ve gelecek yönelimler ile ilgili öneriler tartışılmıştır.

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INTRODUCTION

Recently, career satisfaction has received profound attention by organizations and individuals for dealing with talent management and career development (Hay Group Turkey, 2014). As predictors of career satisfaction, the previous literature has mostly concentrated on job-related causes such as job security, fairness and reward systems (Yahya & Yean, 2013). Despite individual differences having received extensive attention concerning career satisfaction too (Barick & Mount, 1991; Hogan & Holland, 2003), there has been little empirical focus in investigating the relationship between attachment style and career satisfaction (Sumer & Knight, 2001). Some of the research investigating attachment style was limited to certain samples, such as undergraduate students (Lau & Pang, 2000; Mayrhofer, Meyer, Schiffinger & Schmidt, 2008) and the public sector (Nabi, 2003). As a step towards dealing with this limitation, the present paper employs attachment theory (Bowlby, 1982) for understanding the career satisfaction among currently employed adults.

1. Attachment Theory

Attachment theory maintains that internal working models are formulated by infants in terms of their relationships with a primary attachment figure who serves as a secure base and offers protection and support in times of threat (Bowlby, 1986). An individual's attachment

style is internalized into wide regulatory strategies that guide an individual's sense of self and view of others (Bowlby, 1986). The measurement of attachment styles (i.e., secure, anxious and avoidant) were based on a technique called the "Strange Situation" (Ainsworth, Behar, Waters, & Wall, 1978). This method involved separating infants from their parents for a short period of time and observing their reactions. Secure infants engaged in attachment behaviors and became upset, but when their parent returned they were easily soothed. Secure infants trusted the attachment figure and experienced security. This allowed the secure infant to leave the primary attachment figure to explore the environment and return for comfort. Secure attachment style was characterized by flexible and reciprocal relationships structure (Ainsworth, 1991). Anxious infants also became upset after the separation period, but when their parents reappeared, they were not easily relieved. Apart from a desire to proximity, this response was a reflection of a desire to punish parent for leaving them. Avoidant infants, on the other hand, did not show much distress at the parent leaving. Moreover, when their parents returned, they avoided contacting with them. As consequences of the research, attachment orientation of an infant toward his or her parent was based on his or her early life experiences (Ainsworth, Blehar, Waters, & Wall, 1978; Ainsworth, 1991).

2. Adult Attachment Styles

Although attachment has been largely studied concerning child and caregiver (primary attachment figure) relationship, the literature has focused on the stability of attachment styles over time. Likewise, Bowlby (1986) argued that attachment styles were an internal working model that endured into adulthood. Hazan and Shaver (1987) indicated that individuals transfer their attachment behavior from parents to peers. They converted three attachment patterns (i.e., secure, avoidant, and anxious) to adult behavior patterns in romantic relationships and peers.

Main (1990) defined primary conditional attachment strategies that allow an individual to respond promptly and sensitively to an individual's attachment signals. Primary strategies included using attachment figure as a secure base for activities such as seeking and keeping intimacy, protesting the separation, exploration (Hazan & Shaver, 1994). These behaviors were prerequisite for secure attachment style. According to Bowlby, consistent engagement of primary conditional attachment strategies strengthen the positive model of self and positive model of others in which feeling of self-loved and feeling that others are available and supportive. Through the internal working models, secure attachment influenced plenty of behaviors including coping skills, feeling of personal worth, and quality of adaptation to environmental requirements such as change and stress situation (Collins & Read, 1990; Mikulincer, Florian, & Weller, 1993).

Bartholomew and Horowitz (1991) suggested a four-category (i.e., secure, preoccupied, dismissing, and fearful) model of adult attachment styles. The four-category model has demonstrated that internal working models influenced cognition and behavior in later relationships. According to Bartholomew, the avoidance category had two dimensions: dismissing and fearful. This model revealed that adult attachment styles were oriented along two dimensions related to understandings of self and the other (Bartholomew, 1990; Bartholomew & Horowitz, 1991). The Self Model is related with one's positive or negative sense of self-worth. A positive sense of self-worth is related to perceiving oneself as lovable. A negative model of self is associated with more anxiety and uncertainty about oneself. Similarly, the Other Model is related with one's positive or negative model of other people. A positive model of the other involves seeing others as supportive and approachable, and relates to seeking or avoiding closeness. Research has demonstrated that the four-category model of adult attachment had cross-cultural validity (e.g. Griffin and Bartholomew, 1994; Cozzarelli, Sumer, & Major, 1998; Scharfe and Bartholomew, 1994, Sumer & Gungor, 1999).

According to the four-category model (1991), dismissing attachment style reflected positive images of self and a negative image of other. Dismissing people had a sense of self-love together with avoided intimacy due to an expectation that others were untrustworthy.

Fearful attachment style was characterized by a negative image of both self and other. Fearful people had a sense of unworthiness and avoided intimacy due to an expectation that others are untrustworthy. The preoccupied attachment style was characterized by a negative image of self and a positive image of other. Preoccupied people had a sense of unworthiness together with a positive view of others. This attachment style corresponded to Hazan and Shaver's (1987) anxious attachment style. The secure attachment pattern was defined by positive images of both self and other. Secure people had a positive sense of worthiness and an expectation that other people were available, accepting, and supportive (Bartholomew & Horowitz, 1991).

3. Adult Attachment Styles in Relation to the Workplace and Career Satisfaction

3.1. Adult Attachment in the Workplace. The connection between individual differences and workplace relationship had been largely ignored until 1990s. Research has recently focused on individual differences regarding the workplace (Barick & Mount, 1991; Hogan & Holland, 2003). Despite this interest, there was very little empirical attention given to attachment theory in investigating the role of individual differences in the workplace (Sumer & Knight, 2001). Instead, the focus was largely on the Five Factor Model (Goldberg, 1993; McCrae & Costa, 1995).

Blustein and colleagues (1995) claimed that the work environment required coping with novel situations and adapting to changes. Starting a job was a socialization process, requiring employees to form new relationships and to sustain these relationships. Blustein (2011) further explained that working was intrinsically a relational act, performed within an interpersonal and relational context.

Mikulincer and colleagues (1993) suggested that today's work life was determined by fast changes, economical crises, high rates of labor market insecurity and required employee flexibility. Lowman (1993) claimed that significant interpersonal challenges were required in a workplace, and therefore the workplace corresponded to a risky environment for many employees. For example, insecure attachments were vulnerable to changes due to their capability to adapt to stressful situation and cope with it (Mikulincer et al., 1993). Additionally insecure attachment was associated with lower levels of organizational commitment and lower levels of productive behaviors (Mikulincer & Shaver, 2007). Conversely, secure attachment was correlated with adaptive work related adjustment (Blustein, Prezioso, & Schultheiss, 1995), progress in career decision making (Hazan & Shaver, 1990), work-related exploration activities and career exploration (Littman-Ovadia, 2008).

Hazan and Shaver (1990) found that individual differences in attachment relationships have important implications for people's

orientation or attitudes toward their work. They argued that adult work activity as functionally similar to “exploration” which was innate and controlled by behavioral systems (Bowlby, 1986). Exploration system worked healthy only if attachment figure was available and responsive (Ainsworth, Blehar, Waters, & Wall, 1978). Empirical study demonstrated that attachment to parents is associated positively with environmental exploration (Ketterson, Timothy; Blustein, & David, 1997). As infant attachment process supported the exploration in infants’ life, the adult attachment supported work activity, since adults explored in order to learn about and to be competent at interacting with the physical and social environment (Hazan & Shaver, 1990). Study demonstrated that secure attachment was associated with freely exploring work environment and also more satisfied with the work than insecure attachment styles. On the other hand, insecure attachment styles, namely preoccupied style preferred stable social environment but also cared about how others saw them. Their preoccupation hindered working efficiently and completing the task on time. Avoidant attachment viewed involvement in work as an excuse to avoid social interaction (Hazan & Shaver, 1990).

Moreover, spillover theory claimed that there was emotional and behavioral spillover. According to this theory, the satisfaction in one domain had impact satisfaction in another domain. Behavioral spillover occurs when skills and behaviors learned and practiced outside of work were transferred to the workplace and enhance performance (Hecht &

Boies, 2009). Therefore, someone with a secure attachment style has acquired good interpersonal skills that allow effective communication and negotiation with their partner. Consecutively, these skills were transferred to workplace, so they interacted effectively with their peers.

Hazan and Shaver (1990) demonstrated that attachment style was a major source for high quality supervisor-subordinate relationship. They confirmed that secure attachment style was associated with behaviors that assisted the development of high quality relationship with their supervisors including trusting, sustaining long-term relationships, seeking out social support and having ability to share feelings with others. Weger and Polcar (2002) demonstrated that secure attachment style was characterized by having good communication skills that facilitate positive and reciprocal relationship and negotiation at work.

Empirical study indicated that quality of supervisor relationship was positively related to a plenty of organizational outcomes such as performance, satisfaction with supervisor, and overall satisfaction at workplace (Gerstner & Day, 1997). Employees who had high-quality relationship with their supervisors, experienced less burnout and stress (Melamed, Shiron, Toker, Berliner, & Shapira, 2006).

3.2. Adult Attachment in Relation to Career Satisfaction.

Researchers have demonstrated that career satisfaction is related to external perspective as assessed by organization (e.g. salary) and internal perspective as evaluated by employees (Schein, 1978).

Recent studies (Barnett, Bradley, 2007; Dries, Hofman & Pepermans, 2008) demonstrated that a certain level of income, status, promotion, development opportunities and advancement appeared to be fundamentals of career satisfaction pattern. Some researches explained career satisfaction as an individual's perception of one's own career achievement with reference to self-determined standards (Bozionelos, 2008; Nabi, 2001). Since the measure of the career satisfaction is related to both organizational factors and an individual's inner feeling of happiness or perception (Yean & Yahya, 2013), the suitable technique to understand career satisfaction is to investigate individual differences and analyzing organizational factors. Considering its stability over time and as a primary source in understanding close relationship, attachment model is a significant way for explaining the individual differences in the workplace. As external variables organizational factors were examined in the present study in order to understand its relationship with career satisfaction. Organizational factors refer to salary, position experience and total work experience.

Research demonstrated that higher income (e.g. Gould, & Penley, 1984), job and organization tenure are likely to enhance career satisfaction (Yean & Yahya, 2013). As Bartholomew & Horowitz (1991) indicated that attachment styles reflected internal working models of self, others, relationships and expressed abilities and perceptions as regards relationships (Harms, 2011). Therefore, considering work as a

relational setting emphasized how individual differences in relationship orientations were critical for understanding individuals' work attitudes and emotions.

Career exploration was defined as "directed toward enhancing knowledge of the self and the external environment that an individual engages in to foster progress in career development" (Blustein, 1992). Career activity included both exploration of one's self and the environment.

Regarding career satisfaction, the literature provides empirical evidence about the role of adult attachment. Hazan and Shaver (1990) claimed that "work" is functionally similar to what Bowlby called "exploration" (1969). Therefore, persons who had been securely attached as children felt free to explore a wide variety of career opportunities.

Empirical studies have indicated the influence of attachment style in shaping people's work-related behaviors, attitudes, and responses (e.g., Harms, 2011; Hazan & Shaver, 1990; Richards & Schat, 2011). Studies have shown that secure attachment facilitates work-related exploration activities, being positively associated with career exploration (Littman-Ovadia, 2008), confidence in receiving good evaluations by colleagues (Blustein et al., 1995), ability to negotiate (Ketterson & Blustein, 1997), progress in career decision making (Hazan & Shaver, 1990). Insecure attachment, on the other hand, was correlated with lower levels of productive behaviors, of organizational commitment (Mikulincer & Shaver, 2007) and job satisfaction (Hazan & Shaver, 1990).

There are evidences that demonstrate the majority of working individuals are securely attached to certain degrees (Krausz, Bizman, & Braslavsky, 2001). Hazan and Shaver (1990) found that secure attachment style have been associated with more positive attitude toward work. Securely attached individuals depend on basic guidelines of the attachment system such as engaging in instrumental action, asking for others' support and expectation for successful management of the situation (Mikulincer, 1998). They tend to engage in support seeking behaviors during potential overload in workplace so that secure individuals are more likely to experience less stressful situations at work (Simmons, Gooty, Nelson, & Little, 2009; Richards & Schat 2007). Interestingly, they describe stressful situation as being opportunities for growth and challenge (Mikulincer & Florian, 1995). These individuals have confidence in others' good intentions and actions (Bartholomew & Horowitz, 1991). Moreover, Fraley & Shaver (2008) found that secure individuals are generally more able to forming secure and supportive relationships in workplace. Secure attachment have been associated with trust in line managers, peers, and top management (Simmons et al., 2009) as they are prone to share their goals not because it creates a sense of security, but to gain intimacy with them (Mikulincer, 1998). Thanks to their relationship with coworkers, securely attached individuals build a social support system at work and in private life (Simmons et al., 2009) and they are less likely to register psychosomatic and physical illnesses (Hazan & Shaver, 1990), their performance at work is

improved. As it follows, Hazan and Shaver (1990) found that secure individuals are more prone to experience significantly higher level of satisfaction with most aspects of their workplace including relationship with colleagues, job security and recognition. Likewise, the study of Krauz and colleagues (2001) supported the link between secure attachment style and higher level of work satisfaction for a sample of computer software workers. Securely attached individuals are not afraid of being late in completing the tasks or rejections from colleagues (Hazan & Shaver, 1990). Furthermore, securely attached individuals valued work compare to preoccupied individuals who have concerns on rejection and poor performance. When compared to insecurely attached forms, secure attachment is associated with more healthy and happier relationships, better work adjustment and higher level of career satisfaction (Horowitz et al., 1998; Hazan & Shaver, 1990).

However, preoccupied individuals are more likely to worry about their relationships in the workplace and generally report less job satisfaction together with higher stress and burnout (Fraley & Shaver, 2008). Moreover, preoccupied individuals are less likely to engage emotion-based coping strategies during extremely stressful situations. In contrast to securely attached individuals, they tend to worrying about their performance; have a fear of being rejected by coworkers and feel lack of recognition by them (Hazan & Shaver, 1990; Hardy & Barkham, 1994). Besides, they prefer to work with others and they are more likely to have romantic interest in

colleagues. Preoccupied individuals' struggle on attachment issues results in poorer performance (Hazan & Shaver, 1990).

Dismissing and fearful attachment styles are characterized by distance in relationship, low levels of emotional intensity, little reliance on the partner, inattention to suffering (Bartholomew & Shaver, 1998). Both of these attachment orientations are describe by negative image of others. When compared to fearful and dismissing attachment styles, secure and preoccupied attachment style is more associated with sharing personal information (Monteoliva & Garcí'a-Martí'nez, 2012). Dismissing individuals have a sense of worth, but feel that others are not supportive and trustworthy. Bartholomew (1991) indicated that dismissive individuals protect themselves against disappointment by avoiding others. They often feel that they are capable of liking but that potential partners are neither trustworthy nor supportive.

Fearful individuals who have both negative sense of self and others feel discomfort with psychological intimacy. Fearful individuals see work as an excuse to avoid social interaction (Hardy & Barkham, 1994). They have a desire to maintain psychological independence, even in close relationships (Rholes & Simpson, 2004). Besides, these individuals prefer working alone that leads to efficiency at work but decline in well-being (Hazan & Shaver, 1990; Hardy & Barkham, 1994). Moreover, there is a strong link between having a fearful and dismissing attachment relationship with supervisor and lower levels of trust (Cranshaw and Game, 2010). Likewise, Mikulincer &

Florian (1995) indicated that fearful individuals are less likely engaging in support-seeking behaviors and tend to attempts at keeping the distance with others. Also, fearful individuals are less likely to engage in instrumental helping behavior at work (Geller & Bamberger, 2009). Similarly, there is an association between fearful attachment style and not taking part in volunteer activities (Erez, Mikulincer, Ijzendoorn, & Kroonenberg, 2008). As a consequence, engaging these behaviors and attitudes at work contributes to an overall dissatisfaction with work and colleagues (Hardy & Barkham, 1994).

Among individual difference variables, attachment style was adopted for three reasons in the present study. First, attachment style is relatively stable over time (e.g., Hazan, Hutt, & Marcus, 1991). Second, attachment theory is a model for studying close relationships in adult life. Third, it helps understanding individual differences in interpersonal experiences including relationships in the workplace (Hazan & Shaver, 1990). Furthermore, present paper will hopefully be effective for both individuals and organizations to build more productive and happy work environment.

On the basis of prior research on attachment styles, both professionals and researchers are able to gain significant insight on interpersonal relationship at workplace. Considering attachment style at workplace enhances the relationships within individuals, functions and

wider organizations. A good fit between individual and work environment would give rise to effective organizational culture and happy individuals.

4. Purpose of the Study and Hypotheses

In summary, the purpose of the present study was to explain the theory of attachment styles in the workplace by investigating the effects of attachment styles, organizational factors and their relationship with career satisfaction of employees in various private organizations in Turkey. This study tries to extend the literature on attachment styles in workplace and its relation with career satisfaction in private organizations in Turkey. More specifically, on the basis of the literature reviewed, the following hypotheses were developed:

- Hypothesis 1: Attachment styles will explain a statistically significant increment of variance in career satisfaction, over and above organizational factors.
- Hypothesis 2: Organizational factors (employment time, position time and annual salary) will explain a statistically significant increment of variance in career satisfaction.

METHOD

1. Participants

The participants comprised 288 employees working in 10 different sectors including management consultancy, retail and consumer goods, finance, energy, life science and pharmaceutical, automotive, construction, chemicals, logistics and information technology in Turkey. There were 167 female (58%) and 121 male (42%) participants. The age of participants ranged from 22 to 60 ($M= 31.8$ years, $SD= 7.4$) and the distribution of the participants' generation was as following: 204 participants from generation Y (71 %), 75 from generation X (26%) and 9 from Baby Boomers (3%). The participants were drawn from different sources and selected with a non random convenience sampling and referral sampling techniques. One group of participants was from informal and formal network of the researcher, the other group was influential contacts in the organizations that had invited their colleagues. The online link of the study was shared via online business and social platforms and email. Participants took part in the study as volunteers.

The education level varied from doctorate degree to associate degree. The greater part of the participants ($n= 153$, 53.1%) had undergraduate degrees, very few ($n= 10$, 3.5%) had associate degree, 36.1 % of the participants ($n= 104$) had graduate degree, 7.3 % of the participants ($n= 21$) had doctorate degree. The work experience of the participants

varied. 22% of the participants had 1-3 year work experience, while 16% had more than 15 year work experience. The greater part of the participants (35.8%) had been at their current position for 1-3 year. 64.6 % of the participants were single.

2. Measures

2.1. Demographic Questionnaire. Participants were first asked to answer questions about their year of birth, gender, education level, marital status. They were also asked the sector of their organization and the name of their position in the organization. Their experience at the current position and their total work experience and also their annual salary were asked (see Appendix B).

2.2. Relationship Scales Questionnaire. Attachment styles were assessed by the Relationship Styles Questionnaire (RSQ; Griffin and Bartholomew, 1994). The RSQ is a 30-item self-report questionnaire that measures general orientations to close relationships. Participants are asked to rate on a 7-point Likert-type scale ranging from "Not at all like me" (1) to "Very much like me" (7). Of the 30 items in the RSQ comprises for four-item measures of attachment styles (Secure, Fearful, Dismissive, and Preoccupied). This instrument has good internal consistency for the four subscales (.41-.70).

The Turkish version of RSQ was adapted by Sümer and Güngör (1999). Level of reliability, validity analysis for Turkish student sample

based on four subscale scores was found satisfactory (Sümer & Güngör, 1999). In the present study, the Turkish version of the scale was used. For the present sample, Cronbach's alpha reliabilities were .78 for fearful, .68 for dismissive, .61 for secure, .53 for preoccupied.

2.3. Career Satisfaction Scale. Career satisfaction was assessed using Career Satisfaction Scale (CSS) developed by Greenhaus, Parasuraman and Wormley (1990). Turkish standardization of this scale has not been done before, therefore in the present study the scale was translated to Turkish. It consists of 5 items with a 7-point Likert-type scales ranging from 1 (strongly disagree) to 7 (strongly agree). The scale includes items such as "I am satisfied with the success I have achieved in my career" and "I am satisfied with the progress I have made toward meeting my goals for the development of new skills." This scale has also been widely used to measure career satisfaction in previous empirical studies (Graves, Ohlott, Ruderman and Weber 2012; Abele & Spurk, 2009). In its original administration, the Cronbach alpha value of the scale was .85. In this study, the Career Satisfaction Scale demonstrated high reliability, and the Cronbach alpha value of the scale was .91.

3. Procedure

The ethics approval for this study was taken from Istanbul Bilgi University Ethics Committee for data collection began. Data collection was conducted in two months, between April 2014 and June 2014. The data was

collected using an online survey tool, www.docsgoogle.com, and the survey link was distributed through mail and online platforms (Facebook, Twitter, and LinkedIn). The estimated duration for completing the survey was 20 minutes. An informed consent (see Appendix A) appeared at the first page of the survey. The participants of the study were informed that participation was voluntary and their responses were confidential.

4. Design

There were two main variables in this study. The predictor variables were demographic variables, attachment styles, and organizational factors. The criterion variable of the study was career satisfaction. The design of this study is correlational.

5. Data Analyses

This study compares four attachment styles and their relationship with career satisfaction for working people in Turkey. A series of Pearson Correlational Tests and Regression Analysis were conducted in order to explore the relationship between attachment style and career satisfaction and also between organizational factors and career satisfaction.

RESULTS

Data from 310 participants were received. Twelve cases were excluded from analysis due to incomplete data or substantial missing data. Descriptive statistics are presented initially and reported. Descriptive statistics for RSQ and CSS are illustrated in Table 1 and Table 2. Descriptive of demographics and organizational variables are demonstrated in Table 3 and Table 4, followed by relevant statistical values corresponding to hypotheses.

1. Descriptive

Table 1.

Summary of descriptive statistics for Relationship Scales Questionnaire and sub-scales

Scale	Items	α	M	SD
<i>RSQ</i>				
Secure	8	.61	4.48	0.80
Fearful	9	.78	3.24	0.97
Preoccupied	6	.53	3.79	0.86
Dismissive	7	.68	4.08	0.93

Since the internal consistency was low for the attachment style dimensions of preoccupied, the analysis due to any results concerning this sub-scale should be treated with caution.

Table 2.

Summary of descriptive statistics for Career Satisfaction Scale and items

Items		α	M	SD
Career satisfaction	5	0.96	4.57	1.39
Item 1	1		4.69	1.62
Item 2	1		4.70	1.62
Item 3	1		4.19	1.71
Item 4	1		4.80	1.57
Item 5	1		4.70	1.51

Table 3.

Summary of descriptive statistics for Demographics

Items	N	Percent	M	SD
Marital Status			1.3	.4
Single	186	64.6		
Married	101	35.1		
Gender			1.5	.4
Female	167	58		
Male	121	42		
Generation			2.6	.5
Y gen	204	70		
X gen	75	26		
Baby Boomers	9	3.1		
Associate	10	3.5		
Undergrad	153	53.1		
Graduate	104	36.1		
Doctorate	21	7.3		

Table 4.

Summary of descriptive statistics for Organizational Variables

Items	N	Percent	M	SD
Sector			1.5	.4
Service Sector	126	43		
Secondary Sector	162	56		
Work Experience			3.6	1.5
Less than 1 year	24	3.5		
1-3 years	64	53.1		
3-5 years	59	36.1		
5-8 years	41	14.2		
8-15 years	54	18.8		
More than 15 years	46	16		
Position Experience			2.6	1.4
Less than 1 year	62	21.5		
1-3 years	103	35.8		
3-5 years	49	17		
5-8 years	34	11.8		
8-15 years	28	9.7		
More than 15 years	12	4.2		
Salary	256	88.8	4.1	4.9

2. Factor Analysis for Career Satisfaction Scale

There is no Turkish standardization of the CSS. A Principal Components factor analysis was conducted with Varimax rotation (Table 3) in order to validate the scale. Initially, the factorability of the 5 CSS items was examined. All of the 5 items correlated at least .6. The Kaiser-Meyer-Olkin measure of sampling adequacy was .85, above the recommended value of .6, and Bartlett's test of sphericity was significant ($\chi^2(10) = 1146.04, p < .05$). According to the overall indicators, factor analysis was conducted with all 5 items.

The analysis yielded only one Eigenvalue above 1, suggesting the scale consisted of one factor (See Table 5 and Table 6). All five variables clearly load on the factor, with most being above .8. 'I am satisfied with the progress I have made toward meeting my goals for income.' has a somewhat lower loading, but was still well above .5. The one factor structure appears to fit the data well. Since there was only one factor, there was no rotation.

Table 5

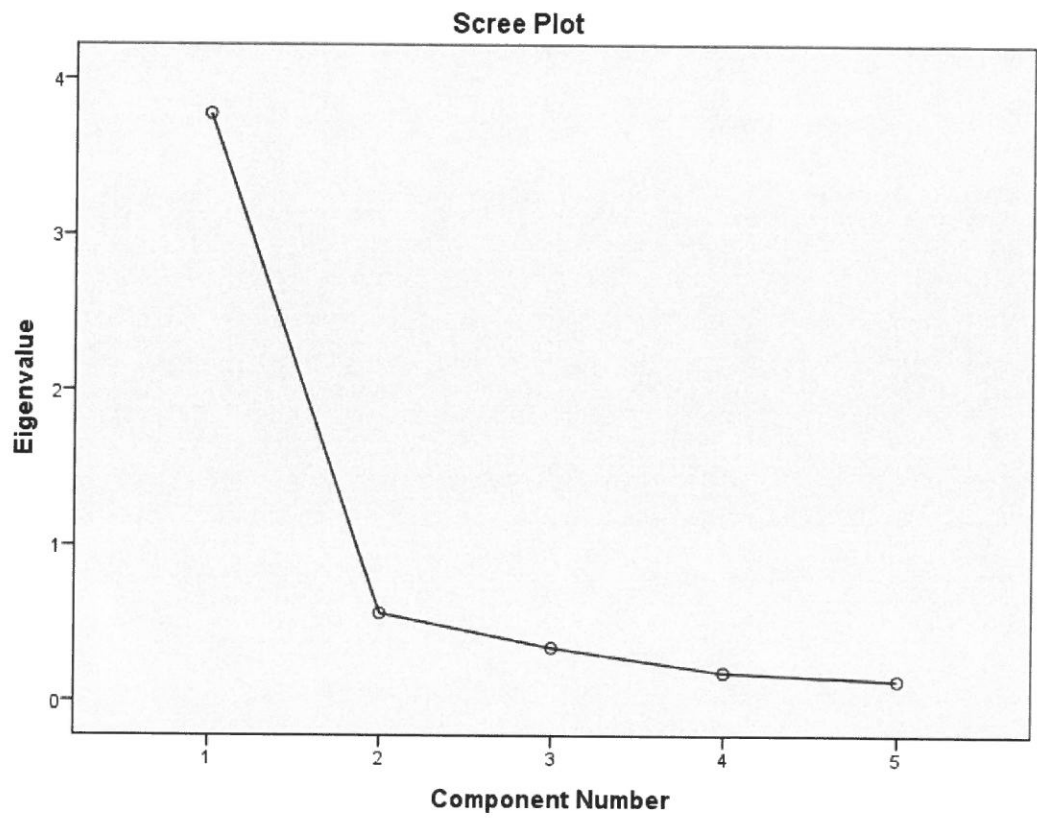
Scree Test for Career Satisfaction Scale

Table 6
Factor Loadings and Communalities for Career Satisfaction Scale

Variables	<i>Component Loading</i>	<i>Communality</i>
	1	
I am satisfied with the success I have achieved in my career.	.90	.81
I am satisfied with the progress I have made toward meeting my overall career goals.	.93	.86
I am satisfied with the progress I have made toward meeting my goals for income.	.75	.56
I am satisfied with the progress I have made toward meeting my goals for advancement.	.90	.81
I am satisfied with the progress I have made toward meeting my goals for the development of new skills.	.84	.70

3. Career Satisfaction, Attachment Style and Organizational Factors

A three stage hierarchical multiple regression analysis was employed to predict career satisfaction.

The predictor variables were demographic variables, organizational factors and attachment styles. The demographic variables (marital status, education level and age) were entered at stage one of the regression analysis. The organizational factors (annual salary, position experience and work experience) were entered at stage two. The attachment styles (dismissing, preoccupied, secure and fearful) were entered at stage three. The results of the multiple hierarchical analyses were reported and illustrated in Table 8 and Table 9.

Table 7 illustrates the Pearson correlations within variables—demographic variables, organizational factors and the attachment styles. Results revealed that career satisfaction is positively correlated with salary, secure and dismissing attachment styles. Also, secure attachment is positively correlated with career satisfaction, age, salary and negatively correlated with fearful and dismissing attachment styles.

Table 7.

Pearson Correlations among variables

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Career Satisfaction	—										
2. Education	.28*	—									
3. Age	.01	.08	—								
4. Marital Status	.06	.09	.54*	—							
5. Salary	.16*	.05	.39*	.27*	—						
6. Position Experience	-.01	.03	.50*	.27*	.28*	—					
7. Work Experience	.04	.05	.66*	.58*	.44*	.55*	—				
8. Fearful	-.05	-.04	-.08	-.07	-.16*	-.02	-.11*	—			
9. Dismissing	.11*	-.02	.03	.05	-.05	-.09	.006	.51*	—		
10. Preoccupied	-.007	.01	.03	-.07	-.11*	.15*	.05	.27*	-.14*	—	
11. Secure	.15*	.06	.11*	.08	.13*	.03	.06	-.65*	-.32*	-.01	—

Note. $N = 255$; * $p < .05$

The hierarchical regression analysis for career satisfaction revealed that, at stage one, demographic variables did not contribute significantly to the regression model, $R^2 = .005$, $F(3, 251) = .384$, $p > .01$ and accounted for a negligible amount of the variation in career satisfaction.

At stage two, demographic and organizational variables also did not contribute to the regression model, $R^2 = .03$, $F(6, 248) = 1.505$, $p > .01$ and accounted for 1% of the variation in career satisfaction.

Finally, at stage three, adding attachment styles to the model contributed significantly to the regression model, $R^2 = .09$, $F(10, 244) = 2.440$, $p < .01$ and accounted for 5% of the variation in career satisfaction. However, not all of the predictors are significant in the analysis. According to these results, when all ten independent variables were included in stage three of the regression model, salary, dismissing attachment style and secure attachment style were significant predictors of career satisfaction. The summary of hierarchical analysis of variables predicting career satisfaction can be seen in Table 8 and Table 9.

Table 8

*Summary of Hierarchical Regression Analysis for Step 1 Variables
Predicting Career Satisfaction*

Variables	β	t	R	R^2	ΔR^2
Step 1			.06	.005	-.007
Education Level	.06	.36			
Age	-.004	-.30			
Marital Status	.20	.94			

Table 9

*Summary of Hierarchical Regression Analysis for Step 2 & 3 Variables
Predicting Career Satisfaction*

Variables	β	t	R	R^2	ΔR^2
Step 2			.18	.03	.01
Education Level	.05	.28			
Age	-.01	-.64			
Marital Status	.17	.74			
Salary	.54	2.72*			
Position Experience	-.16	-.65			
Work Experience	-.03	-.14			
Step 3			.30	.09	.05*
Education Level	.03	.21			
Age	-.01	-1.13			
Marital Status	.16	.69			
Salary	.54	2.74*			
Position Experience	-.07	-.30			
Work Experience	-.05	-.19			
Fearful	-.05	-.37			
Dismissing	.32	2.79*			
Preoccupied	.11	.98			
Secure	.32	2.22*			

An independent sample t test was conducted to determine whether there is a difference between female and male in terms of career satisfaction. Results indicated that the mean career satisfaction score of females was 4.54 ($SD = 1.43$), while the mean career satisfaction score of males was 4.71 ($SD = 1.33$). As shown in Table 10, the difference between these two means was not significant $t(286) = 1.03, p = .30$.

Table 10.

Difference between females and males in terms of Career Satisfaction

Variable	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Career Satisfaction			1.03	286	.30
Females	4.54	1.43			
Males	4.71	1.33			

Note. $N = 288; p < .05$

An independent sample t test was conducted to determine whether there is a difference between generations in terms of career satisfaction. The sample contained three different generations including Baby Boomers, X generation (1965-1979) and Y generation (1980-1999). 204 participants from generation Y (71 %), 75 from generation X (26%) and 9 from Baby Boomers (3%). Majority of the participants were included in the generation Y and X, compare to number of participants from Baby Boomers was too few to investigate. Therefore, independent sample t test investigated

generation Y and X to understand whether there is a difference between them. Results indicated that the mean career satisfaction score of X generation was 4.60 ($SD = 1.45$), while the mean career satisfaction score of Y generation was 4.60 ($SD = 1.37$). As shown in Table 11, the difference between these two means was not significant $t(277) = 0.18, p = .98$.

Table 11.

Difference between X generation and Y generation in terms of Career Satisfaction

Variable	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Career Satisfaction			0.18	277	.98
X generation	4.60	1.45			
Y generation	4.60	1.37			

An independent sample t test was conducted to determine whether there is a difference between main sectors in terms of career satisfaction. Sectors that participants have worked divided into two main sectors according to the basic economic principle (Kenessey, 1987). One of them is the secondary sector where the raw materials is produced and processed into manufactured goods and products. Sub sectors of the secondary sector are automotive, construction, energy, retail and consumer goods, pharmaceutical and chemicals. The other main sector is the service sector that involves the selling of the services and skills. Sub sectors of the

services sector are management consultancy, logistics, information technology and finance.

Results indicated that the mean career satisfaction score of secondary sector was 4.45 ($SD = 1.42$), while the mean career satisfaction score of service sector was 4.73 ($SD = 1.35$). As shown in Table 12, the difference between these two means was not significant $t(286) = 1.70, p = .09$.

Table 12.

Difference between Secondary Sector and Service Sector in terms of Career Satisfaction

Variable	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Career Satisfaction			0.70	286	.09
Secondary	4.45	1.42			
Service	4.73	1.35			

DISCUSSION

The primary aim of this study was to examine the relation between attachment style, organizational factors and career satisfaction and investigate which variables were the main predictors of higher levels of career satisfaction. Adult attachment styles were assessed by the Turkish adapted version of RSQ (Sümer and Güngör, 1999) in which there is four attachment dimensions: secure, preoccupied, dismissing, and fearful. Career satisfaction, on the other hand, was assessed by CSS (Greenhaus, Parasuraman and Wormley, 1990) that is translated to Turkish by the researcher. Organizational factors were assessed by self-report demographic questionnaire. The first hypothesis addressed the relation between secure attachment style and career satisfaction. One of the predictor variables was adult attachment style and it had four components measured by sub-scales: secure, dismissive, fearful and preoccupied. The second hypothesis concentrated on organizational factors in relation to career satisfaction. Organizational factors referred to salary, position experience and total work experience.

Independent sample t test was conducted to find out whether there is a difference between female and male participants in terms of career satisfaction. According to the results, there was not significant difference between femal and male participants.

To determine whether there is a difference between generations in terms of career satisfaction, Independent sample t test was conducted.

Results demonstrated that the means of the generation Y and X were 4.6, therefore no significant difference was found between generations.

Independent sample t test was conducted to understand whether there is a difference between service sector and secondary sector in terms of career satisfaction. According to the results, there was not significant difference between the sectors.

Hierarchical regression analysis was conducted to investigate the best predictor of the career satisfaction. According to the results, when all ten independent variables were included in stage three of the regression model, salary, dismissing attachment and secure attachment were significant predictors of career satisfaction. The result generated from the current hypotheses demonstrate higher score on the secure and dismissing attachment styles and higher salary level to be the most significant predictors of higher level of career satisfaction.

Findings on secure attachment dimension are consistent with the literature and implying that higher level of secure attachment predicts being satisfied with one's own career (Hazan & Shaver, 1990). Similarly, findings on salary are consistent with the literature that demonstrated higher income enhancing career satisfaction (Gould, S. & Penley, L. E., 1984).

Findings on dismissing attachment dimension, on the other hand, are incompatible with the previous studies and the assumption of the current study. For instance, Cranshaw and Game (2010) found that dismissing and

fearful attachment dimensions are associated with lower levels of career satisfaction and trust of others. Similarly, Hazan and Shaver (1990) claimed that insecure attachment is related with lower level of overall work satisfaction. However, they also found that avoidant attachment style had similar work satisfaction level in terms of job security and opportunities for learning with securely attached individuals. These findings may be related to the workplace dynamics and expectations of people. As Mikulincer had described today's work life as fast changes, economical crises, high rates of labor market insecurity and required employee flexibility (Mikulincer et al,1993). Therefore, having positive view of self would play a critical role in the work context which is changing often. Perceiving oneself as loveable and being certain about oneself would bring competitive advantage over other characteristics in this changing environment. According to four categories model of Bartholomew, there is similarity between dismissing and secure attachment styles. Both of them are categorized as having positive sense of self. Having positive sense of self enhances coping mechanism especially in stress, having positive internal working model of self and positive internal regulatory mechanism. Correspondingly, this perception and attributions leads to positive explanatory mechanism which in turn brings satisfaction with reference to self-determined standards at workplace.

Furthermore, organizations in Turkey have experienced economical crisis in 1994, 2000, 2001 and 2008 (Susam & Bakkal, 2008). These crises

brought about long-lasting effects on the organizations and employees that created changing, competitive and stressful environment that is similar to Mary Ainsworth's Strange Situation in terms of ambiguity and stress.

Additionally, today's many organizations do not have settled procedures and processes for career management systems (Hay Group Turkey, 2014). Therefore, satisfied employees would have positive self image in order to manage their career including level of income, status, promotion, development opportunities. These results would signify the role of having positive sense of self image in career satisfaction at the workplace in Turkey.

1. Limitations

One of the limitations of this study is that all variables were assessed at the same point in time. Therefore, although there is a significant relationship between secure attachment dimension and career satisfaction, the causality between them cannot be established in this study. Second, self-report measures are vulnerable to response bias. Self assessment method assesses the explicit level of internal representations of an individual. However, attachment of an individual is based on his or her early life experiences and consists of subconscious processes, which may not be reported in this study. Third, although attachment style had been indicated as a universal domain of individual differences, the measure is developed in certain cultures. Cultural comparisons of the scale indicated that there were

differences especially in insecure attachment styles (Sumer & Gungor, 1999). Compared to American students, Turkish students saw themselves less fearful and dismissing but more preoccupied (Sumer & Gungor, 1999). Therefore, results related to attachment styles should be reassessed by different scales. Fourth, and related, whether the findings can be generalized to other populations such as white collars in public sector of Turkey. Fifth, the validity of this study is based on that the responses from the individuals who are influential contacts of the researcher in the professional life and also informal contacts of the researcher from online business platforms. Therefore, this may lead to limited sampling.

2. Recommendation for Future Research

The present study combined the Developmental Psychology and I-O Psychology and thus offered a wider perspective on the relation between attachment style and career satisfaction in private organizations in Turkey.

According to the first hypothesis, higher score on secure attachment is associated with higher level of career satisfaction in private organization in Turkey. The results are drawn from individuals from different generations, working within 2 main sectors and organizations from various sizes. Studies with more specific sample would be conducted in order to get better understanding the reason behind the career satisfaction.

The findings of the hypotheses highlight some potentially interesting directions in future inquiry, resulting from the association of dismissing

attachment domain and career satisfaction in relation to self-image. According to Bartholomew (1991), dismissing and secure attachment are categorized by positive self image. With this as a base, future research should examine how combination of attachment style and self image has an effect on career satisfaction. Furthermore, today's organizational culture dynamics should be investigated and its relation with the effect of an individual's sense of others would be explained in private organizations in Turkey in order to gain enhanced insight on career satisfaction.

With the results of current study as a base, further research should investigate different organizational cultures and talent management processes adapted by organizations in order to explain extensive understanding about how to provide employees with enhanced career satisfaction and an effective workplace.

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APPENDICES

APPENDIX A
Informed Consent Form

Değerli Katılımcı,

Bu çalışma; İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans öğrencisi Burcu Alsan tarafından, çalışanların kariyer memnuniyetleri ile yetişkin bağlanma stilleri arasındaki ilişkiyi anlamak amacıyla Yrd. Dr. Ryan Macey Wise önderliğinde hazırlanmıştır.

Katılımınızı rica edeceğimiz bu araştırma en fazla 15 - 20 dakikanızı alacaktır. Yanıtlarınız bireysel değil, örneklem bazında değerlendirilecektir ve analizler bu toplam veri üzerinde yapılacaktır; elde edilen bulgular sadece bilimsel amaçla kullanılacaktır.

Bu ankete katılabilmemiz için şu an tam zamanlı olarak çalışıyor olmanız gerekmektedir.

Anketimiz mobil cihazlarda (telefon, tablet vs.) düzgün çalışmayabilir, bu yüzden anketi cevaplarken masaüstü ya da dizüstü bilgisayar kullanmanızı önemle rica ederiz.

Araştırmaya katıldıktan sonra herhangi bir sorunuz olduğu takdirde Burcu Alsan (burcu.alsan@stu.bilgi.edu.tr) ile irtibata geçebilirsiniz. Ankete katılmayı kabul etmeniz durumunda soruları atlamadan içtenlikle vereceğiniz yanıtlar bizim için önemlidir.

Desteğiniz için teşekkür ederiz.

Anketimize katılmayı kabul ediyor musunuz?

Evet, ediyorum.

Hayır, etmiyorum.

İlginiz ve katılımınız için teşekkürler.

Burcu Alsan (burcualsan87@gmail.com)

İstanbul Bilgi Üniversitesi Organizasyonel Psikoloji Yüksek Lisans Öğrencisi

Yrd. Doç. Dr. Ryan M. Wise (rwise@bilgi.edu.tr)

İstanbul Bilgi Üniversitesi Psikoloji Bölümü Öğretim Üyesi

APPENDIX B

Demographic Questions

(8 items)

1.Doğum yılı: _____

2.Cinsiyetiniz:

___ Kadın ___ Erkek

3.Hangi sektörde çalışıyorsunuz? Lütfen işaretleyiniz.

___ Yönetim Danışmanlığı ___ Finans ___ Lojistik ___ Bilgi Teknolojileri
___ Otomotiv ___ İnşaat ___ Enerji ___ Perakende ve Hızlı Tüketim ___ İlaç ___ Kimya

4.Eğitim seviyesiniz nedir? Lütfen işaretleyiniz.

___ Ön Lisans ___ Lisans ___ Yüksek Lisans ___ Doktora

5.Mevcut pozisyonunuzdaki deneyiminiz nedir? Lütfen işaretleyiniz.

___ 1 yıldan az
___ 1-3 yıl
___ 3-5 yıl
___ 5-8 yıl
___ 8-15 yıl
___ 15 yıldan fazla

6. Toplam iş hayatındaki deneyiminiz nedir? Lütfen işaretleyiniz.

___ 1 yıldan az

___ 1-3 yıl

___ 3-5 yıl

___ 5-8 yıl

___ 8-15 yıl

___ 15 yıldan fazla

7. Medeni durumunuz nedir? Lütfen işaretleyiniz.

___ bekar

___ evli

8. Yıllık net geliriniz nedir? Lütfen yazınız.

APPENDIX C

Career Satisfaction Scale:

(5 items)

KARİYER MEMNUNİYET ÖLÇEĞİ

Aşağıda iş hayatınızda kendinizi nasıl hissettiğinize ilişkin çeşitli ifadeler yer almaktadır. İş hayatınızdan kastedilen şimdiye kadar bulunduğunuz farklı iş yerlerinizdeki deneyimlerinizdir. Lütfen her bir ifadeyi bunu düşünerek okuyun ve her bir ifadenin sizi ne ölçüde tanımladığını aşağıdaki 7 aralıklı ölçek üzerinde değerlendiriniz.

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

Beni hiç
tanımlamıyor

Beni kısmen
tanımlıyor

Tamamıyla beni
tanımlıyor

1. Şimdiye kadar kariyerimde elde ettiğim başarıyla ilgili memnunum.
2. Genel kariyer hedeflerime ulaşmak amacıyla şimdiye kadar kariyerimde yaptığım ilerlemeyle ilgili memnunum.
3. Gelir hedeflerime ulaşmak amacıyla şimdiye kadar kariyerimde yaptığım ilerlemeyle ilgili memnunum.
4. Gelişim hedeflerime ulaşmak amacıyla şimdiye kadar kariyerimde yaptığım ilerlemeyle ilgili memnunum.
5. Yeni yetenekler geliştirmek hedefime ulaşmak amacıyla şimdiye kadar kariyerimde yaptığım ilerlemeyle ilgili memnunum.

APPENDIX D

Relationship Style Questionnaire

(30 items)

RSQ

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

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

Beni hiç
tanımlamıyor

Beni kısmen
tanımlıyor

Tamamıyla beni
tanımlıyor

1. Başkalarına kolaylıkla güvenemem. (Korkulu)
2. Kendimi bağımsız hissetmem benim için çok önemli. (Kayıtsız)
- Başkalarıyla kolaylıkla duygusal yakınlık kurarım. (Güvenli)
3. Bir başka kişiyle tam anlamıyla kaynaşıp bütünleşmek isterim.
(Saplantılı)
4. Başkalarıyla çok yakınlaşırsam incitileceğimden korkuyorum. (Korkulu)
5. Başkalarıyla yakın duygusal ilişkilerim olmadığı sürece oldukça rahatım. (Kayıtsız, Saplantılı-t)
6. İhtiyacım olduğunda yardıma koşacakları konusunda başkalarına her zaman güvenebileceğimden emin değilim. (Güvenli-t)

7. Başkalarıyla tam anlamıyla duygusal yakınlık kurmak istiyorum.
(Saplantılı)
8. Yalnız kalmaktan korkarım. (Güvenli-t)
9. Başkalarına rahatlıkla güvenip bağlanabilirim. (Güvenli)
10. Çoğu zaman, diğerlerinin beni gerçekten sevmediği konusunda endişelenirim. (Korkulu)
11. Başkalarına tamamıyla güvenmekte zorlanırım. (Korkulu)
12. Başkalarının bana çok yakınlaşması beni endişelendirir. (Korkulu)
13. Duygusal yönden yakın ilişkilerim olsun isterim.
14. Başkalarının bana dayanıp bel bağlaması konusunda oldukça rahatımdır.
(Güvenli)
15. Başkalarının bana, benim onlara verdiğim değer kadar değer vermediğini kaygılanırım. (Saplantılı)
16. İhtiyacınız olduğunda hiç kimseyi yanınızda bulamazsınız. (Korkulu)
17. Başkalarıyla tam olarak kaynaşıp bütünleşme arzum bazen onları ürkütüp benden uzaklaştırıyor. (Saplantılı)
18. Kendi kendime yettiğimi hissetmem benim için çok önemli. (Kayıtsız)
19. Birisi bana çok yakınlaştığında rahatsızlık duyarım. (Kayıtsız)
20. Diğerlerinin benimle kalmak istemeyeceklerinden korkarım. (Korkulu)

21. Başkalarının bana bağlanmamalarını tercih ederim. (Kayıtsız)
22. Terk edilmekten korkarım. (Korkulu)
23. Başkalarıyla yakın olmak beni rahatsız eder. (Korkulu)
24. Başkalarının bana, benim istediğim kadar yakınlaşmakta gönülsüz olduklarını düşünüyorum. (Saplantılı)
25. Başkalarına bağlanmamayı tercih ederim. (Kayıtsız)
26. İhtiyacım olduğunda insanları yanımda bulacağımı biliyorum. (Güvenli)
27. Başkaları beni kabul etmeyecek diye korkarım. (Güvenli-t)
28. Başkaları, genellikle onlarla, benim kendimi rahat hissettiğimden daha yakın olmamı isterler. (Kayıtsız)
29. Başkalarıyla yakınlaşmayı nispeten kolay bulurum. (Güvenli)

Not: 't', ters puanlanacak maddeleri göstermektedir.