

EFFECTS OF OBJECT RELATIONAL LEVEL AND AFFECTIVE TONE OF
EARLY RELATIONSHIPS ON AFFECTIVE CHARACTERISTICS OF FEMALE
SEXUALITY AND SEXUAL ATTITUDES: AN EARLY ADULTHOOD SAMPLE

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Effects of Object Relational Level and Affective Tone of Early Relationships on
Affective Characteristics of Female Sexuality and Sexual Attitudes: An Early
Adulthood Sample

Erken İlişkilerin Nesne İlişkileri Düzeyi ve Afektif Tonunun Kadın Cinselliğinin
Afektif Özellikleri ve Cinsel Tutumlar Üzerine Etkisi: Bir Erken Yetişkinlik Örneklemini

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Abstract

The aim of this study is to investigate the relationship between the characteristics of early relationships and affective and attitudinal tone of female sexuality in early adulthood. A convenient sample consisting of 247 female participants participated in the study. The survey package consisted of a shortened version of The Early Memories Procedure (EMP), First Coital Affective Reaction Scale (FCARS), First Coital Anticipated Affective Reaction Scale, Female Sexual Distress Scale-Revised (FSDS-R), Brief Sexual Attitudes Scale (BSAS) and a scale assessing overt parental messages related to sexuality, demographic information form and consent form. Participants were asked to write down their earliest memory, their earliest memory of the mother and their earliest memory of the father. These three memories were scored by following the instructions of Comprehensive Early Memory Scoring System-Revised (CEMSS-R). Object relations level obtained from three memories was expected to have a main effect on FCARS scores, anticipated FCARS scores and sexual distress. Moreover, affective reactions to first sexual intercourse and sexual distress level of participants were expected to be correlated with affective tone of three early memories. Another objective of the current study was to investigate the interaction effect of object relations level and affective tone of early memories and also object relations level and overt sexuality related messages received from parents on dependent variables. Results revealed a main effect of the object relational level obtained from mother memory on effective reactions to first sexual intercourse. A series of Pearson correlation analyses indicated a significant relationship between affective tone of early memories and affective reactions to first coitus. Sexual distress level was found to be significantly related to affective tone of the earliest memory. A theoretical discussion concerning

outcomes of the study is presented in the light of the Object Relations Theory with inferences about adult female sexuality.

Özet

Bu çalışmanın temel amacı erken ilişki dinamikleri ile yetişkin kadın cinselliğinin duygulanımsal özellikleri ve cinsel tutumlar arasındaki ilişkiyi incelemektir. 247 kadın katılımcı çalışmada yer almıştır. Anket paketi, Erken Anılar Prosedürü'nün kısaltılmış bir versiyonunu, İlk Cinsel İlişkiye Verilen Afektif Tepki Ölçeği'ni, Kadın Cinsel Stres Ölçeği'ni, Kısa Cinsel Tutumlar Ölçeği'ni, anne-babanın cinsellikle ilgili olarak verdikleri açık mesajları değerlendiren bir ölçeği, Demografik Bilgi Formu'nu ve Bilgi ve Onay Formu'nu içermektedir. Katılımcılardan en erken anılarını, anneleriyle ilgili en erken anılarını ve babalarıyla ilgili en erken anılarını yazıya dökmeleri istenmiştir. Katılımcılardan toplanan bu üç anı Comprehensive Early Memory Scoring System Manual-Revised içindeki yönergeler izlenerek puanlanmıştır. Erken anılar üzerinden elde edilen nesne ilişkileri düzeyinin, ilk cinsel ilişkiye verilen afektif reaksiyonlar ve cinsel stres üzerinde anlamlı bir etkisi olacağı öne sürülmüştür. Ek olarak, cinsel stres düzeyi ve ilk cinsel ilişkiye verilen reaksiyonların, erken anıların afektif tonuyla korelasyon içinde olması beklenmiştir. Bu araştırmanın bir diğer amacı nesne ilişkileri düzeyi ve ilk ilişkilerin afektif tonu ile nesne ilişkileri düzeyi ve cinsellikle ilgili açık mesajların bağımlı değişkenler üzerindeki etkileşim etkisini araştırmaktır. Sonuçlar anne anılarından elde edilen nesne ilişkileri düzeyinin ilk cinsel ilişkiye verilen afektif reaksiyonlar ve cinsel stres üzerinde etkili olduğunu ortaya koymuştur. Seri korelasyon analizleri, ilk anıların afektif tonu ile ilk cinsel ilişkiye verilen afektif reaksiyonlar arasında anlamlı bir ilişki bulunduğunu göstermiştir. Ayrıca en erken anıların afektif tonu ve cinsel stres arasında anlamlı bir ilişki olduğu bulunmuştur. Çalışmanın sonuçları ve kadın cinselliği ile ilgili çıkarımlar Nesne İlişkileri Kuramı ışığında tartışılmıştır.

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INTRODUCTION

“Object” is a word coming from the combination of Latin words “ob” and “jacio”. In Latin language “ob” is used with the words implying an action to give a meaning of “toward” or “to something” and with the words not implying an action to give a meaning of “before” or “at”. “Jacio” means “to throw, to hurl”. So, the term “object” basically involves the meaning of something or somebody being exposed to or confronted with something or somebody else. The term describes a dyadic relationship in its nature, an object can be defined in the presence of the situation of being an object of something (Beard & Beard, 1854).

In psychoanalytic theory the term “object” does not refer to an inanimate thing. Having its roots in the writings of Freud, “object” implies an idea of a target, an entity to which the subject is directed by the driving force of several needs (Gomez, 1997). Throughout the development of psychoanalytic theory, theorizations offered both differentiated and similar views on the primacy of several needs compared to others in the realm of the relationship between the subject and object. Object Relation Theory, an originally British psychoanalytic movement, emphasized the central role of development and sustainment of relationships with significant others and the internalization and externalization processes of the object and self-representations in human psychic development. One of the main premises of Object Relations Theory proposed that patterns of early object relations and internalized representations of others and self within these relationships constitute a template for relationships later in life (Fonagy & Target, 2003; Gomez, 1997; Klein, 1957/2011).

The current study aims to present an empirical approach to the effects of object relational patterns on the adult female sexuality by investigating early memory narratives of the participants. Intrapsychic dynamics of female sexuality with an emphasis on the possible effects of the early relationships between the parents and the child and affective color of these relationships will be investigated. In the introduction section of the study, a review of the concept of “object” in Freud’s work and significant Object Relations theorists will be presented. Then object relations assessment literature and psychoanalytic theories on the significance and functions of early memories will be reviewed. Characteristics of female sexuality and sexuality related variables included in this study will be analyzed both from a psychoanalytic and an empirical perspective. Finally to put these issues together, the rationale and objectives of the current study will be reviewed, followed by the presentation of the main hypotheses.

1.1. Object Relations Theory

1.1.1. Concept of Object in Sigmund Freud’s Work

Freud’s conceptualization of object fundamentally derived from his theory of sexual and aggressive drives which are inherent from the day we are born. To comprehend the term of object in Freudian sense, one must reflect on the concept of drive object or sexual object which was introduced by Freud as the earliest object concept of psychoanalytic theory. In *Three Essays on the Theory of Sexuality*, Freud proposed the subcomponents of sexual drives as oral, anal, genital, scopophilia-exhibitionism and sadism-masochism (1905, 1915). He theorized that external objects are basically drive objects or sexual objects which serve or fail to serve the gratification of sexual and aggressive drives inherent in an infant. As one may see, these five

components of sexual drives may be separated from each other in the sense that latter two are more object or outside related in nature than former three. Freud believed that during the first year of life, the infant is “object-directed”, that s/he is directed toward an external object or part of the object to express and release the pressure coming from innate drives. Only after a period of object-directedness, an infant is able to engage in autoerotic comforting through the help of an autoerotic activity, for example, thumb sucking, which equates the gratification gained through breasts of the mother. As an infant grows up, s/he becomes more autoerotic and object directed behavior turns onto infants own body during anal and phallic phases in the form of anal and genital play. Between the period 1905 and 1915, Freud’s tendency to emphasize and deemphasize the role of the object in an infant’s psyche, and also his conflicting remarks on the dominant tendency of a component instinct (autoerotic versus object-directed) contributed to a confusion and ambiguity which may be attributed to Freud’s attempts to formulate a theory prominently structured upon internally conflicting sexual and aggressive drives (Compton, 1985). It would be appropriate to underline that, according to Freud, the importance of the object relies on its function of detaching the infant from a fully narcissistic and pleasure oriented way of being by its virtue of providing something outside the sphere and the capacity of an infant in satisfying its needs.

Freud supposed a primarily object directed infant sexuality in the first year of life. One may think that this assumption is related to the objective reality, that the infant is dependent on another person to feed and protect him, to keep him alive. In the realm of the compassionate relationship between mother and infant (1932), an infant’s cumulating affective experiences are colored by the gratification or frustration of the infant’s needs by the mother. According to

Freud, an infant is primarily in need of gratification and discharge of pressure caused by instinctual forces rather than a relation with the outer world or external object. During the phase of psychosexual development, as infant sexuality shifts from being object directed to being autoerotic, failures coming from the mother in gratifying an infant's needs may contribute to the development of a dominant cathexis of infant on his own body and ego (Schalin, 1995). Freud evaluated this kind of a failure as the precedent of narcissistic tendencies. So it can be said that, Freud argued what determines the outcome of the development of an infant is derived from the object's ability to respond to the infant's libidinal and aggressive needs in a balanced way by avoiding over-gratification or frustration. Major goal of a human's psychological development is to subordinate immature and fragmented sexual subcomponents of the infantile sexual drives in pursuit of an integration under the primacy of genital sexuality and to "re-find" an object which is capable of illustrating a convergence of the sexual object and the love object from a person's childhood. According to Freud, later object choice and object finding is marked by an earlier template of love objects (1905).

Freud wrote an article on negation concerning his patients' language usage during sessions (1925). In this article, he introduced the first implications of a "mental representation" idea, not in the same way as the following theorists, but rather he constitutes a skeleton for thinking on the mental counterpart of an object which exists or once has been existed in reality and the process by which this thing outside a person is holding, regained or found again. According to him, all the perceptions and sensations that are originated from a thing outside a person is

collected and evaluated by the ego depending on whether or not they are worth of being internalized into the ego. Freud stated that:

“The contrast between what is subjective and what is objective does not exist from the first. It only arises from the faculty which thought possesses for reviving a thing that has once been perceived, by reproducing it as an image, without its being necessary for the external object still to be present. Thus the first and immediate aim of the process of testing reality is not to discover an object in real perception corresponding to what is imagined, but to re-discover such an object, to convince oneself that it is still there” (1925, p. 369).

Freud’s conceptualization of “object” is related to his theory of psychosexual development and sexual drives that are innate. The relation between the subject and the object and its nature is determined in the matrix of the relationship between drives, their source, aim and their object throughout the psychosexual development of a person (Freud, 1915). Theoreticians after Freud, especially those belonged to Object Relations School, developed Freud’s earlier ideas on object and the relationship between the subject and object by introducing new perspectives on earlier phases of life, earliest relationships and their dynamics and the role of the object’s subjectivity.

1.1.2. Melanie Klein and Birth of Object Relation’s Theory

While presenting herself as a loyal supporter of classical Freudian theory, Klein made great and innovative contributions to classical psychoanalytic theory, especially concerning the dynamics of the early years of life. Klein proposed that, understanding and illuminating a patient’s past experiences and earliest experiences is a prerequisite to understanding his/her adult personality. Differing from Freudian theory, Klein shifted

her attention to much earlier phases of life, predominantly to the first year of the life. She suggested that, pre-birth condition of an infant is the idealized form of a relationship which puts an infant in the longing and searching of a similar type of security and oneness after birth. This searching appears within the realm of the relationship between the mother and the infant. However, a newborn infant, who is not yet capable of perceiving external objects in an integrated way, relates with the external part-objects first of which is the breast of the mother. Klein suggested that no matter how nurturing the breast is, it would be inevitable that the relationship between the infant and the breast will involve disappointment, dissatisfaction and frustration, because even a good enough nurturing and care giving condition cannot be equalized to the pre-birth condition of a complete oneness (Klein, 1957/2011).

In parallel with Freud, Klein believed that an infant comes to world with innate life and death drives and feelings of love and hate which are directed to the breasts of the mother and which can be conceptualized as derivatives of these drives. Differing from Freud, Klein emphasizes that the infant is in the need of internalizing good objects to be protected from the projected aggressiveness inherent in his/herself. Rather than gratifying innate sexual and aggressive drives, the infant is in need of the existence and internalization of good objects. External objects, which is the breast of mother in the first year of life, is much more than a physical entity for the child, rather the breast provides a space for the infant to project all of his instinctual desires and unconscious phantasies. When a baby is born, s/he holds a phantasy of infiniteness, endlessness in terms of the external world that would provide the sources to survive. This idea of infiniteness that does not belong to one's own body or control can be seen as the precursor of the feelings of envy. To hold the idea of an infinite source deliberately

withholding the milk provokes envy which is accompanied by a desire to disrupt, diffuse and destroy the object. From the beginning of the life, an infant experiences the conflict between instinctual drives of life and death, feelings of love and hate. Envy posits a significant obstacle in the way of forming stable good object internalizations. Klein underlies the importance of temporariness of envy and greed in the foundation of good internal object representations. According to Klein, a chronic and periodic regain of the good object (good breast) contributes to a reduction in the persecutory anxiety of the child and constitutes a stable faith in one's own self and internalized good object in the direction of a repair. According to Klein the earliest relationship in life, the relationship between the infant and mother's breast operates as a template for later relationships and the pleasure gained through these relationships (Klein, 1932).

During the first four months of life the child is unable to internalize external objects in an integrated way, the internalized objects are fragmented and splitted. Breast of the mother internalized as good breast versus bad breast. While the first one symbolizes the giving and nurturing object, aggressive and destructive instincts inherent in the infant is projected onto the bad object. By separating object into good versus bad, infant tries to protect himself from the fear of his capability to destroy the object and to protect his good inner objects from the bad ones. In the second quarter of the first year, infant begins to integrate good and bad part objects and start to hold a more integrated version of internalization. For an infant to reach this depressive position and work it through, there should be a good enough mothering in the first months of life which richens an infant's ability to love and develop a trust in that love which in turn contributes the appearance of a mild climate in which feeling of gratitude may grow (Klein, 1957/2011).

1.1.3. Fairbairn's Object Relational Model

Although his early writings influenced largely by Kleinian theory, Fairbairn proposed a theory which can be evaluated as purely object relational compared to Freudian and Kleinian theory. While Freud and Klein both emphasized the biologically and innately inherent life and death instincts and the conflict between this inner energy and external world, Fairbairn rejected Freudian notion that the ego is pleasure seeking and the object is functional on the road that leads to the final aim of the instinct, which is gratification. Rather, he claimed that from the very beginning, the ego is object seeking (Fairbairn, 1946, 1963). Fairbairn (1944) rejected the assumption that objects are accidental, he focused on ego's relationships with real others, real people in the external world of an infant. Although Klein changed her views on the causes of first internalizations and need for internalized objects though years, she lately proposed that internalization and externalization processes are a way of relating to the outer world. Others that are present in an infant's outer world are constantly exposed to the work of internalization and projection. This ongoing process is fueled by life and death instincts of the infant and its effort to deal with inner frustrations and realities of inner world and the outer world. On the other hand, Fairbairn posited that internalization process is a consequence of frustration and depriving coming from parents' failure in gratifying an infant's need of relating (Mitchell, 1981). As a defense, a tendency is provoked on the part of the ego, the depriving "bad" object is internalized and incorporated into the ego as splitted structures in sake of developing a control over external bad objects. A central ego remained conscious while "rejecting" and "exciting" parts of the bad object are repressed into the unconscious with the parts of the ego bonded to them (Grotstein & Rinsley, 1994). Thus it can be said that the external reality and external objects and an

infant's need to relate to that objects is the primary concern of Fairbairn's theory contrary to theories of Freud and Klein. In Fairbairn's theory ego's frustration in relating with external object is taken into the ego through internalization and an ongoing war between the conflicting parts of the ego constitutes a basic environment in which psychopathology may grow. Fairbairn supposed that, "psychology is the study of the relations of individual to his objects" while "psychopathology is the study of the relations of the ego to its internalized objects" (1941, as cited in Mitchell, 1981, p. 387).

Fairbairn (1946) claimed that instinct and the erotogenic zone related with the instinct is not the determiner of the relationship between the subject and the object. Erotogenic zones and the satisfaction gained through these zones are not the final aim of the subject, they are just "servants" in the struggle of relating to object. These zones stand as a tool by which an infant relates to its external objects depending on the developmental phase the infant is getting through. Fairbairn proposed three developmental stages: infantile dependence stage, transitional stage and mature relational stage. As one can see, the nature and dynamics of the phases are based on the nature of the relatedness a child may develop throughout development. Phase one is described by a full identification with and incorporation of the objects. During transitional stage, the child is under the influence of two conflicting desires: holding onto the primitive infantile dependence and oral incorporation/assimilation of objects versus giving up these infantile attitudes in sake of more mature relationships. In mature relational stage, Fairbairn emphasized the giving capacity of the subject and mutuality of the relationship which may or may not involve adult sexuality (St. Clair, 2004).

1.1.4. Winnicott's Object Relational Model

Fairbairn's conceptualizations reflected a shift from emphasis on internal drives inherent in an infant to the existence and nature of external objects in relation with the infant. Another major theorist from school of British Psychoanalysis, Winnicott, posited revolutionary contributions both in practice and in theory. He proposed that, environment of the infant and its conditions are determinants of infant development. Maternal care and maternal preoccupation is the facilitating environment of the infant in the earliest period of life (St. Clair, 2004). According to Winnicott, for an infant to form an ego and for the ego to include id, s/he depends on the support from maternal care and maternal ego. Only after such a circumstance is gained, it is possible for an infant to eventually become detached from mother's ego and develop a separate sense of self (Winnicott, 1960). Winnicott agreed with Klein concerning her conceptualizations about the most primitive drives and the anxieties derived from them in the internal world of the child during earliest phases. However Winnicott also asserted the importance of the other part of the relationship:

“One half of the theory of the parent-infant relationship concerns the infant, and is the theory of the infant's journey from absolute dependence, through relative dependence, to independence, and in parallel, the infant's journey from the pleasure principle to reality principle, and from autoerotism to object relationships. The other half of the theory of the parent-infant relationship concerns maternal care, that is to say the qualities and changes in the mother that meet the specific and developing needs of the infant toward whom she orientates.” (1960, p. 589).

This statement of Winnicott reflects the integrative nature of his theorization which combines basic concepts from classical drive theory, such as pleasure principle and autoerotism and also his consideration of the relationship between the infant and the mother as a unit. “There is no such thing as an infant” without the maternal care (Winnicott, 1960, p. 587). Rather than focusing on one part of the relationship, Winnicott focused on the relationship between the mother and the infant by analyzing changes in both parties as an infant grows up and as the needs are transformed. Ogden (1994) later commented on this statement of Winnicott and asserted that the infant and the mother stand as a form of idea, as a concept rather than the material entities in this statement. Ogden (1994) agreed that subjectivity of mother and infant as separated subjects from each other and from the relationship is paradoxically related to existence of an intersubjective field between them. Thus, it is possible to conclude that Winnicott’s ideas on parent and infant relationship includes mutuality and reciprocity of internal and external.

Winnicott (1965) proposed that by the help of “good enough mothering” (p. 9), a child is able to develop a capacity to move from an absolute dependence to relative dependence and finally towards independence. This outline of the development is about the child while these stages are congruent with the transformations of parental care. First mother herself stands as a facilitating environment and provides a capacity of holding to the child by the help of maternal preoccupation. Then the child and the mother begin to live together, child is not yet aware of the functions of the father. Then in the third step, child, mother and father live together. Winnicott pointed to the importance of “living with” as this phrase implies a transition from being merged with the mother to become a separate entity that is capable of having a relationship with

“not-me” (1960, p. 589). For the ego nuclei to become integrated through good-enough mothering, needs of the infant should be welcomed in a holding and then handling environment. Holding environment functions as a climate to integrate love and aggression by the help of nonintrusive existence of the mother while handling environment functions in accordance with the integrative efforts of mental and bodily states of the child (Fonagy & Target, 2003). Winnicott stated that traumas derived from the failures in responding to an infant’s needs during the phase of absolute dependence may in turn evoke a defensive action. The child may develop a care taker self and if overwhelming or disrupting responds persists, a child may never be able to engage in symbolic and creative communication. Rather, he may develop a false self-structure that mimics and reacts to the external stimuli without a sense of realness (Fonagy & Target, 2003). This false self-structure enables child to defend and hide his/her true self from the failures of the environment and the pain caused from the mismatch between caregiving and needs of the infant.

Winnicott reflected his ideas on the paradoxical nature of being in his article “Capacity to be Alone” (1958). He stated that:

“...the paradox that the capacity to be alone is based on the experience of being alone in the presence of someone, and that without a sufficiency of this experience the capacity to be alone cannot develop”(p. 418).

This statement of Winnicott reminds the comments of Ogden about the intersubjectivity within the parent-child relationship. Paradoxically duality, unity and intersubjectivity of mother infant relationship coexists with oneness and subjectivity of each party within a relationship. Only in this way a child is able to experience impulses

and urges awakened in the id within the framework of an ego-relatedness and a support from maternal ego. Winnicott presented a similar kind of paradox concerning the nature of transitional object and transitional phenomena. Winnicott claimed that there should be a transitional space between inner and external reality, a third part in the living of an infant and a person. This third part reflects the features of an intermediate area in which transitions from inner reality to outer reality, from pleasure principle to reality principle, from autoerotism to object relations, from absolute object control to symbolism is possible. This transitional phenomena forms a template for all artistic, creative and symbolic activity in life (Winnicott, 1971). What is paradoxical is the nature of transitional object. This object is the first possession of the child, which is neither a completely internal object nor an external object. Only after the infant received good enough mothering and internalized objects that are not too persecutory or morbid, s/he is capable of possessing an object (a blanket, a teddy bear, etc.) that stands as both the magical internalized breast of mother and the external breast. The existence of the transitional object directly related to internal and external breast, but transitional object is not identical to either of them.

1.1.5. Balint's Object Relational Model

Another significant contributor of Object Relations Theory, Balint, assumed that what an infant seeks from the beginning of life is basically love. Balint deeply influenced by the ideas of Ferenczi. Ferenczi proposed that some patients, especially narcissistic personalities seemed to be traumatized not by an instinctual conflict and repression of this conflict. Rather there seems to be a lack of love in the earliest phases of these patients' lives (Gomez, 1997). Ferenczi also influenced Klein, by suggesting an

earlier capacity of love inherent in an infant in the form of a tenderness (Likierman, 1993). Balint agreed with Freud by accepting a formulization in which a primary narcissistic and self-absorbed period precedes a need of relatedness. Initially the infant is in need of getting love rather than giving love (Balint, 1968). He coined the term “harmonious interpenetrating mix-up” to define the relationship between mother and infant in early phases of life. In this phase mother is perceived not as the self or as the object (Balint, 1960, p. 39). Mother stands as a form in between them. Balint likened the relationship between a mother and an infant to the relationship between a fish to the sea, in the sense that both involves a spontaneous way of relating without giving too much notice. Only if there is a sudden and traumatic break that will bring a conscious awareness of the distinction between inner and external world, a person loses the equilibrium and harmony between internal and external. According to Balint, object relations are derived from the pursuit of a relationship that is similar to harmonious mix-up. If there is an ongoing mismatch between the infant’s needs and responses from caregiver during harmonious mix-up a persistent sense of brokenness and faultiness develops within the infant (Gomez, 1997). So the term “basic fault” describes a primitive kind of anxiety dominantly related to trust issues. Later on by the beginning of object differentiation, the child develops two defense mechanism to deal with anxiety coming from the realization that the original harmony is lost. First one involves to love objects sometimes even leading to a degree of dependence and the second one is holding on loving one’s own ego and avoiding attachment to objects (Fonagy & Target, 2003). Balint coined the term ocnophilic reaction for the former situation and philobatic reaction for the latter.

1.1.6. Theories of Edith Jacobson and Otto Kernberg

Edith Jacobson was a remarkable theoretician who presented a comprehensive theory that combines Freudian drive theory and structural model with contemporary object relational and developmental ideas (St. Clair, 2004). One of the most significant contributions of Jacobson is related to her recognition of the affective part of the relatedness. In classical theory, object directedness, the motivation behind a movement toward the outer world is governed by two instincts and their subcomponents. The relation between the subject and the object, internal and external or ego and other is determined by a dialectical gratification-frustration equation. Objects that provide gratification or frustration and reoccurrence of the pleasant or unpleasant experience with these objects constitute a template for good and bad internal objects. Jacobson elaborated on this idea and suggested that the infant innately hold an affective repertoire peculiar to human nature and from the first day of life, infant is directed to the mother, although motivated by instincts the experience of the infant cannot be explained only in terms of frustration versus gratification. Her distinction between frustration and disappointment illustrated the difference between instinctual aims and affects attached to the experience in the way of reaching those aims. Jacobson (1954) believed that frustration is not a universally defined and constant experience. For example, although weaning is a difficult experience which involves an experience of loss within itself, the attitudes of the mother in this process or in other words, how the infant is weaned paints the affective color of the relationship of mother and infant. Not all the frustrations provoke a feeling of disappointment in the infant; these frustrations also may create a sense of trust, a sense of consistency. Thus beside the recollection of a good and bad object representations derived from gratification versus frustration, Jacobson underlined

the significance of an affective repertoire which has its roots in instincts but has an autonomous developmental pathway (Jacobson, 1954). She stated that:

“The goal of education ... can be reached only in an atmosphere of parental love and care, with sufficient libidinous gratifications. Since they promote the establishment of stable, enduring libidinous cathexes of both the objects and the self, parental love is the best guarantee for the development of healthy social and love relations and of lasting identifications, and hence for a normal maturation of the ego.” (1954, p. 90).

Jacobson’s developmental model centers on the transition from fusion to differentiation. Jacobson proposed that in the beginning of life, drives are fused and the infant is mostly in a state of sleeping. With such a minimal contact with the outside, drives are turned to infant’s own body in pursuit of a discharge. During this period, self and object representations are also not yet differentiated. A gradually increasing external stimulation and supportive existence of maternal external ego accompanies differentiation of drives as sexual versus aggressive and differentiation of self versus other. Pleasurable and unpleasurable experiences with mother forms the primary representations of self as gratified or good versus self as deprived or bad. These self representations are attached to their counterparts of object representations. Jacobson (1954) comprehensively explained the development of self and object representations and their relation to first experiences:

“From the ever-increasing memory traces of pleasurable and unpleasurable experiences and of perceptions with which they become associated, body images as well as images of the love objects emerge which, at first vague and variable,

gradually expand and develop into consistent and more or less realistic endopsychic representations of the object world and of our own self.” (p. 85).

Affective components related with first relationships gain an expressive value as the child gradually develops more mature verbal skills. Jacobson’s theory presents an object relations model motivated by drives, developed based on the early experiences with mother, internalized self and object representations and affective-cognitive structures that grow within the realm of early relationships.

Otto Kernberg who is one of the most influential theoreticians in psychoanalytical thinking today, proposed an integrative, comprehensive and complex theory, including traces from the ideas of Edith Jacobson, Margret Mahler, Melanie Klein and W. R. D. Fairbairn. His theory contains a theory of psychic structure, developmental stages, a theory of pathology, especially in borderline and narcissistic personality and techniques of therapy with these patient populations (Fonagy & Target 2003).

Kernberg proposed a model of psychic structure evolving around affective vicissitudes and developmental dynamics of self and object representations. The nuclei of the psychic structure is evolved in line with the development of a unit with three parts: an image of the object, an image of the self in relation with the object and the affective tone that colors the relationship between these images. In the first months of life, there is no differentiation between the self and the object. Intrapsychic structure consisted of fused selfobject images that owe their valance to pleasure and unpleasure experiences. Pleasurable experiences leave a positive memory trace and tend to cluster together whereas unpleasant experiences leave a negative memory trace. These

accumulation of positive versus negative selfobject images compose a polarization in psyche. During the first half of the first year fused selfobject images begin to differentiate leading to emergence of partly differentiated self and object representations. However during this phase selfobject representations are still partly fused, object can be described as an extension of the self. Third phase of development concerns a developmental goal to further differentiate between self and the object by strengthening ego boundaries. Although stressful situations may trigger a regressive state of fusion, the ego now has the strength to recover from this regressive states. Another characteristic of the third developmental stage is the integration of positively charged, good self representation with negatively charged, bad self representation. Same process also occurs for good and bad object representations. In other words, the presumed accomplishment of the third phase involves a transition from splitting to repression. Although self and object differentiation and integration of self and object representations within themselves contribute the stability of ego boundaries, these boundaries seem to be fragile and fluctuating during this period. A failure or a fixation at this stage constitutes a basis for borderline personality organization. Fourth stage of psychic development concerns an ongoing integration and neutralization of self and object representations. Moreover ego identity, defined by Kernberg as a total accumulation of introjections and later identifications is also consolidated during fourth stage of development. Only after the establishment of ego identity, emergence of superego as a psychic structure becomes possible. The last stage of Kernberg's model focuses on the ego and superego integration. Integration of the ego and superego provides a further consolidation of ego identity. Psychic structure sustains an ongoing process of molding experiences with real object through the lens of internal self and

object representations. A process of ongoing reforming of internal representations affected by interactions with external objects accompanies the former process (Kernberg, 1994, 2004).

Kernberg proposed three forms of internalization ranging from more immature processes to mature ones (1994). Introjection is the most primitive form of internalization and refers to a recreation of an interaction with external world by the help of a cluster of memory traces. These memory traces consist of three components: a self image, an object image and affective color of the interaction existed as a product of the influence of the drives that are in operation simultaneously with the interaction. Affective component of these early introjections are assumed to be simple. These components are clustered as pleasurable ones versus unpleasurable ones. However as psychic structure matures and cognitive abilities become more complex, establishment of a wider range of affective repertoire becomes possible. Identification is a more mature form of internalization and a child develops the capacity of identification only after s/he recognizes the social aspects and roles inherent in an interaction with the external object. Third and highest level of internalization is consolidation of ego identity. Ego identity involves a continuity in the self-representation and emergence of a cumulative internal representative world that reflects an average experience with the external world. Internal representational world is not in a perfect attunement with the external world, rather it reflects an approximation.

The perspective of this study is in more accordance with the theories of Jacobson and Kernberg compared to theories of earlier theorists. Jacobson and Kernberg's emphasis on the autonomous development of affective repertoire as a channel of motivation in human psyche and their integrating and comprehensive approach to the

internalization processes, relatedness and innate drives present a theoretical template for the objectives and assumptions of this study.

2.1. On Internalization and Object Relations

Previous section presents a general review of the ideas of significant theoreticians from Classical Psychoanalytic Theory and Object Relations Theory from an object relations standpoint. As one may see, the concepts of internal and external and the subject and the object constitute a central part concerning the issue of psychological development of the infant and the relationships he builds throughout different developmental stages. The problem of internalization requires a specific attention for the purposes of this study as it aims to track the possible linkages between the earliest relationships with parents and their reflections on adult female sexuality. The possible linkage between these earliest relationships and adult relationships can be assumed only in the presence of internalization processes which enable the emergence of an internal world shaped within the matrix of the experiences between internal and external spheres (Meissner, 1980).

Schafer (1968) presented a brief and comprehensive definition of internalization:

“Internalization refers to all those processes by which the subject transforms real or imagined regulatory interactions with his environment, and real or imagined characteristics of his environment, into inner regulations and characteristics” (p. 9).

Internalization refers to a broad term which covers more primitive ways of incorporating external into the internal world, more mature identifications with the external objects and finally a psychic structure formation which is unique to an individual and which is a product of unique experiences between the subject and the

object (Loewald, 1973). Loewald (1973) defined internalization not as one of the functions of the psyche but as its main function.

According to Loewald (1973) pre-oedipal phases are marked by a lack of distinction between the subject and the object. Yet this blurred borders between the self and the other does not eliminate the presence and emergence of internalization patterns and relational tendencies. On the contrary, adult experiences extensively shadowed by early phases of psychic development and vice versa. Loewald (1973) proposed a link between first love relationship with mother and adult heterosexual relationships:

“To the extent—always limited in the vicissitudes of human life—to which internalization comes to completion, the individual is enriched by the relationship he has had with the beloved object, not burdened by identification and fantasy relations with the object. We are most familiar with the transformations I am trying to describe from the development of the child's love attachments to his parents into the adult's mature heterosexual love relationships, a development which includes oedipal object-relinquishment and internalization, freeing the individual for non-incestuous object relations. This freedom is not simply freedom from old object ties which have been cast off, but an inner freedom which we call maturity, achieved by internalization of old ties” (p. 15-16).

Meissner (1979), from an object relations standpoint, proposed that cumulating experiences with the object, quality and developmental sequence of these experiences function as structuring agents of intrapsychic development. The mental representations of external world and the objects stand as cognitive structures and with the working of

the ego, introjective processes and identifications with the external object enable an active structuring of the internal world and the self (Meissner, 1980).

Kris (1936) discussed the term “regression in the service of the ego” and proposed that some adult stages and experiences may reflect the dynamics of earliest stages. This regression does not necessarily imply a pathological destruction of objective reality or psychic structure, rather some experiences like creational processes may provoke the dynamics inherent in earliest relationships. Stein (1998a, 1998b, as cited in Target, 2007) claimed that the pleasure of eroticism and sexual relationships comes from a state of merging with the other and dedifferentiation of self and other. One’s own pleasure is dependent on one’s ability to put the pleasure into the other. Lubbe (2008) also proposed that sexual intercourse reflects the dynamics of the earliest love relationship with mother in the sense that self and other differentiation becomes blurred in the experience of sexual intercourse. Based on this propositions, one may expect to see that the dynamics of sexual relationships may bear the stamp of the earliest relationships of life. Depending on the premises of internalization processes and object relations theory, the current study aims to investigate the lifelong traces of the earliest relationships in individuals’ later relationships by focusing on the sexuality as this area is expected to be significantly reflective of the earliest relational dynamics with the mother and later the father.

3.1. Measurement of Object Relations

Concerning their complex and abstract nature, psychoanalytic concepts, such as concepts derived from object relations theory, have been difficult to operationally define

and quantitatively measure (Huprich & Greenberg, 2003). On the other hand, there has been an increasing effort during the past few decades in the way of developing structured measures to assess object relations with their own focus on the issue. Although there are objective methods available such as Bell Object Relations and Reality Testing Inventory (Bell, Billington & Becker 1986), the complexity of the issue at hand and unconscious nature of the object relational dynamics paved the way of developing and using projective techniques more pervasively than objective ones in assessment of object relations (Stricker & Healey, 1990). It is possible to say that one may have difficulty in finding a universally and widely used system in the literature of assessment of objects relations. Existence of a wide range of options and tools is linked to the wide variations within the theory itself. Thus these variations do not necessarily imply a weakness within the empirical part of the picture, they may as well reflect the richness and complexity of the object relations theory.

One of the widely used measures is Blatt's Concept of Object Scale (Blatt, Brenneis, Schimek & Glick, 1976). Concept of Object Scale was developed by Blatt and his colleagues to evaluate several forms of data, such as open ended questions, TAT stories and dreams but the measure is most widely used to evaluate Rorschach responses (Stricker & Healey, 1990). This measure requires an external rater to rate human or humanoid figures in Rorschach answers based on four main criteria. First one is the accuracy of the answer, this accuracy is related to perceptual accuracy of the answer. Second criterion is differentiation which detects the nature of figures as human, quasi-human or human detail. Third criterion is about articulation of the figures and forth criterion is about integration of human figures (Huprich & Greenberg, 2003).

Urist (1977) developed Mutuality of Autonomy Scale which evaluates the level of object relations on a seven point continuum by using both animate and inanimate objects and interaction between them described in Rorschach responses. Having its theoretical roots in object relations theory and especially self psychology, content of the responses is scored ranging from mutual, emphatic relatedness to a malevolent engulfment and destruction. In general, studies investigating object relations and object representations by using Rorschach responses showed that more immature levels of psychological organization are related to an expectancy of malevolent interaction with others (Huprich et al., 2003). It is important to underline the fact that almost all these studies conducted with clinical populations.

Another widely used method in object relations assessment tradition is based on TAT stories. The most prominently used and valid instrument, Social Cognition and Object Relations Scale was developed by Westen (1991) and this instrument integrated a psychoanalytic approach with social cognition theory. Complexity of representations of others, affect tone of relationships, capacity for emotional investment in relationships and moral standards and understanding of social causality are subcategories that are evaluated by this scale.

Diamond, Kaslow, Coonerty, Sidney and Blatt (1990) developed and reported a method to gain information through mother, father, self, therapist and a significant other descriptions of patients. Object Representation Inventory Self-Other Differentiation Scale adopted its theoretical background from Mahler's theory and focused on the maturity of the self and object representations by determining the level of distinctiveness of self and other. Based on their research Diamond et al. (1990) observed that patients showed a tendency toward higher levels of self and other

differentiation by the help of the treatment and also there is an ongoing interplay between self and other representation as they mature simultaneously.

Mayman was a pioneer in object relations assessment and over years he developed several instruments including an instrument to score dreams, Object Representation Scale for Dreams, and focused on the integrity, aliveness and self-object differentiation in the object representations revealed in dream narratives (Krohn & Mayman, 1974). Yet Mayman's earlier and most remarkable contribution to the field was his use of early memories as a projective data. Mayman believed that "early memories are not autobiographical truths nor even memories in the strictest sense of this term, but largely retrospective inventions developed to express truths rather than objective truths about a person's life." (Mayman, 1968, as cited in Fishler, Sperling & Carr, 1990, p. 505-506). Mayman determined dominant themes in one's relational world by focusing on the themes relevant to psychosexual development. In 1960, he presented a clinical vignette of a patient by analyzing his earliest memories in parallel with most striking memories of his parents of him. This attempt was significant in the sense that it enabled readers to see the relationship between the subject and the object by the narratives produced from the standpoint of both parts. Ryan and Bell (1984) expanded the work of Mayman and developed a measure to assess four levels of psychological organization through coding early memories of 63 hospitalized psychiatric patients. A total score ranging from 1 to 20 determines the level of psychological organization, whether a respondent is psychotic, borderline depressive, neurotic or normal. Contributions of Mayman (1960) and Ryan and Bell (1984) is significant in the sense that they opened the way of using autobiographical memories as a projective technique to assess object relational characteristics of a person. The current study uses earliest

memories as an assessment tool and this method has its roots in the work of Mayman (1960).

Although all these tools of assessment have their roots in different theoretical perspectives and aimed to assess different concepts of object relations theory, they have some fundamental commonalities. Almost all the measurement tools mentioned above involve an idea of the level of the object relations, which is elaborated on a continuum ranging from mature to immature, complex to simple or rich to poor. By using various projective material and various scoring techniques, all these measures aimed to assess the level of psychological maturity depending on self representations, other representations, affective and cognitive structures that are related to these representations and interaction and relationship between them.

4.1. Early Memories in Psychoanalytic Theory

Thinking on the nature and significance of early memories in one's psychic world dated back to 1899 which is the year Sigmund Freud published his article on "Screen Memories". In this article Freud referred to the study of Victor and Catherine Henri and their investigation of early recollections of people by handing out written questionnaires to 123 participants. Freud observed that 88 of these participants' memories were referred back to ages of two to four although childhood amnesia permits only a small number of fragmented, isolated recollections which according to Freud have a disguised importance (1899). In "Screen memories" Freud stated that "*Experiences of the earliest years of our childhood leave ineradicable traces in depths of our minds*" (p. 303).

V. and C. Henri's investigation also shed light onto another phenomenon. Freud stated that if we think in terms of adult psychology, autobiographical memories of adults and their recollection, it is likely to expect that memories that are remembered have a quality of being worthy to be remembered, have some personal significance and involve some powerful emotions within them or they are related to some significant consequences. Indeed, most frequent content reported in the recollections were occasions that contained fear, shame, physical pain, injury, birth of a sibling and death of a person. Contrary to this, Freud detected a surprising tendency, some of the early memories seemed to have no significance at all; they were accounts of everyday life situations with no clear emotional trace attached to them. This observation led Freud to coin the term "screen memories". He conceptualized these types of memories as a product of two conflicting forces. First one is a force to remember and second one is a force to repress. A pressure of repression is derived from the nature of the material being repressed, namely infantile aggressive and sexual instincts painted with incestuous and raw themes. In this sense, formation of these childhood memories may be likened to his ideas on "symptom formation" and "symbolism of dreams", as he suggested that these seemingly indifferent and insignificant recollections may be formed to disguise a major conflict and the compromise between instinct and repression shapes the memory (1899, 1901). Thus Freud focused on the screening quality of the remembrances and he aimed to decode the major conflict inherent in the original scene by the help of analytic work and free association. Although he also emphasized the role of later experiences on forming and selecting early memories, he was interested in the disguised and repressed material rather than reflective value of early memories as a way

to understand major psychological dynamics of a person. Thus Freud emphasized the concealing function of early memories rather than revealing one.

Adler (1937) proposed a contradicting view to that of Freud's on the nature of early memories. According to Adler, memories from childhood can be likened to reminders or notes that are written to self to point out one's own limits, values and understanding of the world. Contrary to Freud, Adler focused on the manifest content of the early memories and in a way illustrated this personal narratives as some sort of a vignette that we repeatedly read to ourselves to remember who we are. Adler emphasized that objective reality is irrelevant to the importance of these memories, they emphasize the present attitudes toward life whether they are truths or fantasies. However he did not propose a comprehensive theory on the formation of these recollections, distortions within memories, selection process of the early recollections and the relationship between past experiences and the present.

Kris (1956a, 1956b) expanded Freud's theory on childhood memories by presenting an integration that has significant implications for both clinical practice and theoretical framework concerning early memories. In his article, Kris (1956a) stated that "the earliest memory functions arise in the refinding of the needed and later of the beloved object" (p. 677). While holding the defensive and concealing nature of early memories in his theory, Kris also focused on the developing ego functions reflected in early memories and the matrix within which these functions arise. He emphasized that "the development of ego functions and object relations are of equal and intrinsic importance" (1956b, p. 67). In parallel with Winnicott's statement, Kris also underlined the fact that when there is an infant, then there is the mother (1951). According to Kris, the ways in which a child refinds, rediscovers its objects is linked to the first

internalizations, the nature of refinding is governed by the climate of the interaction between mother and infant and the relationship matrix. Kris proposed that early memory is a major part of the formation of psychic representations of primary objects. Clinical vignettes he presented in his articles presented how an infant's early experiences with primary objects form the perception of the objects and an emerging self presentation. Kris believed that early memories stand as a window into the dynamics of early object relationships (1956a).

Reichbart (2008) reevaluated the significance of screen memories by expanding and deepening our understanding of early memories in relation with transference issues emerging within a psychoanalytic process. He presented a case with obsessional and narcissistic tendencies and his working with a distinctive early memory that had many implications for the relationship between the analyst and the analysand. Reichbart emphasized both the disguising function and representative function of early memories and the themes related to the phase to which the memory is referenced. Reichbart posited that the memory reflected the nature of the relationship between his patient and his mother, incestuous wishes and oedipal conflicts, his patient's narcissistic dynamics and issue of mistrust in his relationships with women. Reichbart stated that "a screen memory memorializes not only object choice but the manner of relating to the object" (2008, p. 462). Spero (1990) brings a further opportunity to our understanding of early memories by proposing the idea that, early memories themselves and their links to other early memories may be in parallel with the object relational world of the subject. An early memory, which by its nature is more fragmented and immature compared to later narratives, may enable one to detect earliest forms of part-object relationships and internalization tendencies characteristic of a person in relation to objects inherent in the

memory. The quality of distortion may provide a clue about the major issues related to psychic world of a person and level of object relations. Thus later elaborations on the concept of screen memory illustrated an inclination toward both the defensive and revealing quality of these early memories in clinical practice.

The action of remembering, recollecting and narrating what is remembered possess an inherent trait of afterwardsness. The terms afterwardsness or deferred action were used as English counterparts of Freud's concept, *Nachträglichkeit* (Thoma & Cheshire, 1991). *Après-coup*, which is the French translation of Freud's concept, *Nachträglichkeit*, is evaluated by Laplanche as: "The notion of *après-coup* is important for the psychoanalytical conception of temporality. It establishes a complex and reciprocal relationship between a significant event and its resignification in afterwardsness, whereby the event acquires new psychic efficiency" (1967, as cited in Faimberg, 2005, p. 1). Remembering something that occurred in the past sets a dynamism of temporality, reconstruction and re-signification of the issue in question. Freud wrote to Fliss (1896) "the material present in the form of memory traces is being subjected from time to time to a re-arrangement in accordance with fresh circumstances—to a re-transcription" (as cited in Feimberg, 2005, p. 1). The idea of afterwardsness involves moving backwards and forward within the zone of time with a sense of being in past and present at the same time with an additional sense of being at the edge of something that is about to happen. This timelessness of the afterwardsness may be likened to the understanding of time influenced by traumatic experiences. Although he did not use the terms afterwardsness or *après-coup* in his writings, Winnicott (1974) masterfully described the paradoxical nature of the relationship between past, present and future of psychic world. He elaborated on his patients' fear of

an anticipated breakdown in near future: “There are moments, according to my experience, when a patient needs to be told that the breakdown, a fear of which destroys his or her life, has already been. It is a fact that is carried round hidden away in the unconscious” (p. 104). An individual’s present is linked to the agonies and conflicts of the past through a relationship of the meaning, which brings anxiety and fear against an anticipated agony which has already been experienced by the subject. The notion of *après-coup* signifies a dynamism of time, an ongoing process of re-signification and reconstruction of past, present and future experiences in a complex matrix of cumulated experiences.

The theoreticians mentioned above constructed their ideas based on their clinical work with patients and in clinical practice, the process of clinical work enabled them to observe the context in which a memory is emerged and told for the first time, self and object representations inherent in the memory and their implications for general clinical dynamics of the patient and also the transformation in the memory narrative in the course of the treatment. Researchers studied in the field of object relations assessment whose work is reviewed in previous section tried to produce structured measures combining these theoretical approaches with an empirical approach.

5.1. The Early Memories Procedure

The Early Memories Procedure was introduced and developed by Arnold R. Bruhn as the first projective test of autobiographical memory (Bruhn, 1992a). Bruhn adopted Bartlett’s perspective of memories in his clinical and academic research. Bartlett assumed that the past is continuously reshaped by the interests and issues of present (1932, as cited in Bruhn, 1990). Bruhn proposed that autobiographical memories are essential in establishing and maintaining a certain sense of stability about

the self and external world. In this manner, memories can be seen as building blocks of a structured personality. Bruhn focused on the function of autobiographical memories rather than their exact definition. Memory repertoire of a person is similar to a spine which supports an identity of self, especially in relation with external object world and environment (Bruhn, 1985, 1990). Bruhn contended that, childhood memories or early memories are probably the most useful sources of information as an extension of autobiographical memories. Although most of the clinicians coming from psychoanalytic and psychodynamic tradition appreciate the value of early memories in clinical work, Bruhn aimed to structure a method that presents a unified and detailed way of working with what is inherent in an early memory. The Early Memories Procedure (1989) and Comprehensive Early Memories Scoring System (Last, 1983) were developed as a consequence of this objective of Bruhn.

Bruhn adopted a cognitive-perceptual theory in his examination of early memories. His approach underlined the irrelevance of the objective accuracy of the early memories. Although memories of a person are rooted and consolidated under the influence of objective reality and real life events, based on his research on early memories during a few decades, Bruhn concluded that completely accurate memories constituted less than 1% of the memories reported (Bruhn, 1992a). However the accuracy of the memory does not pose a problem for the accuracy of the interpretation of the memory. Validation of interpretation is not equal to validation of an early memory (Bruhn, 1990).

Bruhn's understanding of the consolidation and selection of an early memory focused on the premise that the memory traces that survived and selected to be told involve clues and relatively stable themes reflecting how an individual perceives

his/herself and external world. A memory in this sense may involve an affirmation of self-image or beliefs about the world or unresolved conflicts and issues that are dominating an individual's being. Bruhn proposed that we tend to remember what we believe. If we are to translate this statement into analytic language, we tend to recollect memories that are congruent with our self-representations and object-representations, with our internal world of representations. Another factor effecting selection of an early memory is the affective condition of a person when the memory is recalled (Bruhn, 1984). Bruhn emphasized this factor concerning mood disorders such as bipolar disorder which is characterized by fluctuations between depressive affective states to manic states. In sum, Bruhn proposed a stability in set of recollections of a person. Set of early recollections may change in time only if there is a change in schemes a person hold. If not, early recollections remain relatively stable. This view of his is consisted with the research in object relations that documented a change in self-representations, other-representations and level of object relations as a result of psychotherapy (Diamond et al., 1990; Gruen & Blatt, 1990; Piper & Duncan, 1999; Ryan & Bell, 1984).

The Early Memories Procedure is consisted of two parts, first part includes five spontaneous early memories. Participants are asked to report their earliest memory, and subsequently the next four earliest memories in a chronological manner. Second part of the procedure involves fifteen directed memories about mother, father, first school day, siblings, punishment, admiration, traumatic events, happiness, physical or emotional abuse, fantasy and argument or a fight. Last and Bruhn encouraged researchers and clinicians to use their technique in accordance with the objectives of their work (1991). Because of the fact that collecting twenty one memories from a person can be very

exhausting and time consuming for both the participant and the researcher especially out of a clinical process like psychotherapy, memories that will be collected from the participants may be determined based on the objectives of a study. Bruhn defined his technique as a projective technique. There are no right or wrong answers to the items in the procedure and responses are evaluated as reflective material. However although the earliest memory questions are nondirected and more ambiguous in this sense, directed memories posit a problem against an important characteristic of projective methods: presentation of an ambiguous stimulus to participants. However Bruhn proposed that in parallel with the objectives of a researcher's or clinicians work, obtaining data about some specific aspect or a figure may have a greater importance than sustaining a complete projective tone of assessment (1992a).

Comprehensive Early Memory Scoring System-Revised (CEMSS-R) was developed by Last and Bruhn (1991) to score early memories collected using The Early Memories Procedure. Bruhn stated that there is no equivalent sources of assessment of early memories like the sources of psychodiagnostics of Rorschach responses (1985) and CEMSS-R is an attempt to unify the techniques that are used in early memory assessment. Bruhn likened this attempt to that of what Exner (2014) accomplished with the Rorschach test. The procedure and manual structured to decode the basic beliefs of a person whether the person is able to articulate them or not. Scoring system consists of ten categories that cover different aspects of each memory. First category concerns the characters (mother, father, siblings, other family members, non-family members, animals, non-real persons, imaginary figures) that actively play a part in the incident told in the memory. Second category is related to the setting (home-inside-immediate environment, school, hospital-doctor's office, neighborhood-playground-friend's home-

relative's home, none of these) in which the incident occurred. Third category enables the researcher to code sensory-motor aspects (visual, auditory, olfactory, tactile, gustatory, motor, proximal or distal senses) of the memory. Fourth category is related to perception of reality. Ranging from 1 to 5, a higher score indicates a more believable, logical and integrated narrative. Fifth category scores the level of object relations and is consisted of five subcategories that score perception of others, perception of self, perception of environment, individual distinctiveness and degree of interpersonal contact. The level of object relations is calculated by adding the scores obtained from five subcategories. All these subcategories are scored ranging from 1 to 3 as higher scores indicating a more mature object relational level. A participant may get 5 as a lowest score and 15 as a highest score from object relations category. Based on this score, object relational level of the participant is determined. Level 1 (5 to 7.5 points) indicates the lowest and most immature level of object relations. Level 2 to ranges from 8 to 10.5 points, level 3 ranges from 11 to 12.5 points and finally level four ranges from 13 to 15. Sixth category is related to active versus passive stance of the participant in the incident. Seventh category enables researcher to detect content (sickness-hospitalization-accidental injury, loss, separation, mastery failure, trust, rejection, punishment, mastery, co-operative play, being gifted, succorance) and process themes (food, non-aggressive rule breaking, aggressive/sexual impulse control, bizarre material). Eighth category is about the overall affective tone of the memories. This category is scored ranging from 1 to 7 as 1=very negative, 2=moderately negative, 3=mildly negative, 4=neutral, 5=mildly positive, 6=moderately positive and 7=very positive. Ninth category includes the type of affect. Negative affects such as anxiety, depressive affect, anger, guilt, shame, jealousy, shyness, confusion and positive affects

such as happiness, gratification, pride, joy, elation or neutral affect can be coded by using the criteria of this category. Tenth and final category deals with the damage aspect of a memory and scores damage to self, others, animals and inanimate objects on a 5 point scale, lower points indicating a more serious damage. In parallel with the purposes and focus of this study, relevant parts of the scoring system were used. Memories obtained from participants scored on three categories: object relations (both point and level), overall affect tone (1 to 7) and type of the affect (positive, neutral or negative).

5.1.1. Research on the Early Memories Procedure and CEMSS-R

Most of the effort in the area of early memories research was put forward by Bruhn and his colleagues-students who tried to investigate and expand the utility of early memories in clinical and empirical research. One of the earliest efforts in accordance with this objective was Last and Bruhn's study investigating the psychodiagnostic value of children's early memories (1983). In this study, Last and Bruhn compared the strength of CEMSS with the judgments of clinical experts in distinguishing the degree of psychopathology of participants. Accuracy of the predictive value of the judges and CEMMS was compared by using Problem Scale of Child Behavior Checklist (CBCL) (Achenbach, 1978, as cited in Last & Bruhn, 1983) as a criterion. Diagnosis categories were determined as severely maladjusted, mildly maladjusted and well adjusted by using CBCL scores. Results of the study showed that CEMSS categories of relation to reality, object relations, perception of self, sum of setting types and content themes were better predictors of the severity of psychopathology than judgments of clinicians. In a similar study, Last and Bruhn (1985) investigated the diagnostic value of early memories in terms of the type of pathology. They collected two earliest memories from each of 64 participants. Results

showed that early memories scored by using subcategories of perception of environment, presence of mother, perception of self and presence of father had discriminative value. Delinquents, hyperactives, schizoids and participants with somatic complaints were distinguished by EMP data beyond the level of chance.

In another study Acklin, Sauer, Alexander and Dugoni (1989) investigated the relationship between early memories and depressive states by using a slightly modified scoring method of Bruhn. A total of 212 participants reported their earliest memory. Results showed that perception of others (as need frustrators), perception of self (as damaged, threatened), perception of environment (unsafe, unpredictable) and affect rating of the earliest memories predicted participants with depressive states of mood. In this study Beck Depression Inventory was used to determine depressive versus not depressive participants.

Davidow and Bruhn (1990) searched distinguishing value of early memories concerning the dynamics of delinquency. Participants were 71 delinquent and 71 nondelinquent subjects. In this study they hypothesized that thematic codes and affect scores of CEMMS would differentiate delinquent subject from nondelinquent ones. Results showed that 81.7% of delinquent subjects and 95.8% of nondelinquent subjects were identified correctly by using four earliest memories of participants and CEMMS. In a similar study, Tobey and Bruhn (1992) documented the value of early memories in differentiating criminally dangerous psychiatric patients from nondangerous ones.

Based on the empirical support, it would be appropriate to conclude that using early memories as a projective tool is a legitimate way of obtaining information about a wide range of psychological phenomena. The studies reviewed above included both

clinical and nonclinical populations with varying range of age and socioeconomic status. Each investigation focused on a specific type of dependent variables varying from the type of psychopathology, severity of psychopathology to affective states and aggressive behavior. Thus previous research suggested that EMP and CEMSS can be utilized to investigate a wide range of psychological phenomena with a careful selection of the memories to be obtained from participants and the categorizations to be used in scoring.

6.1. Female Sexuality and Variables Related to Sexuality in the Current Study

From the very beginning of classical psychoanalytic theory, female sexuality and desire retained to be one of the issues that constituted a considerable interest as well as a fertile zone open to substantial amount of contradiction and richness of theoretical approaches. In his famous statement Freud wrote that “the sexual life of adult women is a dark continent for psychology” (1926, p. 212). Freud (1932) represented a detailed examination of female castration complex and female Oedipal complex in his article “Feminine Sexuality”. His effort to track the development of Oedipal issues in women led him also to focus on preoedipal stages of development. In this article Freud underlined the nature of the relationship between the mother and infant girl with an emphasis on the exclusive nature of the attachment between the parts of the pair. He stated that this earlier form of relationship may stand as a precursor to the dynamics of the relationship between the father and daughter during Oedipal phase. What colors the nature of the evolving female sexuality differing from male sexuality is the replacement of genital zones and original love object. As an infant girl matures, the source of genital pleasure turns from clitoris to vagina and father becomes the love object. Freud suggested that the significant differences between male and female sexuality can be

seen as derived from this distinction. While female sexuality and female preoedipal and oedipal stages are dominated by the fear of loss of the love object that stands as a compensation to a position of being castrated, male sexuality is dominated by the fear of losing the actual genitals. Freud's conceptualization represented a phallogocentric view of sexuality based on the biological differences between the sexes. In the light of later contributions which does not eliminate but rather expand the ideas of Freud on feminine sexuality, an understanding beyond the phallic defensive nature of feminine sexuality became apparent (Hagglund, 1981). Lacan while holding a phallogocentric view, additionally emphasized that female sexuality involves a sexual enjoyment beyond the mechanisms of identifications with phallic symbols or objects. Such a sexuality embraces something out of the limits and logic of the phallic sexuality and its binary nature. This feature of female sexuality implies a real experience beyond representable and an approximation to the real (2002, as cited in Diamond 2013).

Horney (1926) opposed Freud's ideas on the relatively mild fear of little girl compared to little boy in terms of a castration or being harmed genitally. As a result of her clinical work with both adult women and children, Horney proposed that the little girl also holds a fear of bodily impairment, differing from boys, this fear is derived from preoedipal stages of development and constitutes itself within the realm of mother-infant relationship. In parallel with Horney, Klein (1929) also suggested that the drastic fear of the girl is being destroyed inside. Klein linked the source of this fear to the projected aggression toward the inside of mother's body. Jacobson (1976) proposed that, narcissistic injury and lower genital esteem provoked by the idea of being castrated is recovered through the establishment of a successful love relationship with the father. As Freud emphasized, resolution of oedipal issues of a little girl through the dynamics

of the relationship with father is shadowed by earlier phases of development and mother-infant relationship during these phases.

An inner space concept was introduced and elaborated by several theorists concerning the psychobiological aspect of female sexuality and body (Erikson, 1951; Hagglund, 1981; Kestenberg, 1968). Hagglund described the features of inner space: “It is a characteristic feature of the inner space that it is neither statically empty nor full, but is experienced as a cavity connected with the body surface and external world by an opening and as a cavity that will allow entrance of a sizable thing but can be filled by even a smaller one” (1981, p. 130). The vagina and uterus as an inner space of female body constitute the “matrix of femininity and motherhood” (Hagglund, 1981, p. 130). Sublimation of inner body sensations provokes early preoedipal fantasies of carrying a child and fantasies of motherhood (Kestenberg, 1956). The little girl may identify with both the mother and the fantasized baby which serve as a defense against the ongoing separation from the mother and ending of a merged relationship. The significant part of these theoreticians’ ideas is in its value of expanding our understanding of female sexuality beyond the issues of Oedipal phase and castration complex and providing a more complex and comprehensive theory on the vicissitudes of female sexuality. An earlier fear of losing the inside genitals or inner spaces of the body-ego marks the sexual development of women. An ongoing process of sexualization and desexualization of vaginal sensations and an investment to the inside and outside is inherent in female sexuality. The non-pathological outcome of accepting female genitals and reaching in an adult feminine integration depend on the combination of a complex matrix of the relationship between the infant and significant others and resolution of basic conflicts in certain phases of development (Greenacre, 1950; Jacobson, 1976).

As one can see, the idea of otherness and separateness of female and male sexuality in comparison with each other was prominently emphasized in psychoanalytic literature. This study aimed to investigate the dynamics of female sexuality and its relation to earliest relationships in a detailed way, thus an early adulthood sample consisted of only heterosexual female participants were included in the study. Early adulthood phase is marked by an increasing engagement in adult sexuality and an increasing investment to the issue of sexuality not just in a behavioral but also in a cognitive and psychological sense (Arnett, 2004). Besides the psychoanalytical theory, empirical research also documented differences between the affects, attitudes and behaviors of men and women considering sexuality (Boratav & Çavdar, 2012; Eastmen, 1972; Oliven, 1974; Waterman & Nevid, 1977). For the interests of this study, empirical findings on the sexuality related variables of first affective coital reaction, sexual distress and sexual attitudes will be reviewed briefly in the next section.

6.1.1. First Coital Affective Reaction. Although there is a general belief that first sexual intercourse is significant for one's self concept and may create a change in the view of later personal, sexual and romantic relationships; there has been little interest in the affective part of the first sexual experience in literature. During last decades there has been an increasing interest in the changing attitudes toward premarital sexuality (Byrne, 1977), however these studies mostly concerned the demographic characteristics of participants and their relation with different type of sexual attitudes, behaviors and preferences (Cannon & Long, 1971; Clayton & Bokemeier, 1980; MacCorquodale & DeLamater, 1979; Zelnik & Kantner, 1972). Zelnik & Kantner (1972) reported that age of first intercourse has been declining for women. This age shift may be related to increasing engagement of women in premarital sexual activity.

Waterman and Nevid (1977) based their research on the “inner space” concept of Erik Erikson (1951). They added a premarital sex and experience interview to the standardized ego identity interview and included 70 male and 70 female college students as participants. Results of this study proposed that women experienced more ambivalence about their first intercourse than men supporting Erikson’s claim that females are more likely than males to experience a sexual identity crisis. Oliven (1974) reported that one-third of the participants included in his study anticipated severe pain during their possible first intercourse. Eastmen (1972) studied a population of college students and results of his study showed that nearly 40% of the participants described their first sexual experience as emotionally negative. In another study, women participants also reported negative emotions: they reported that they felt tense, guilty and fearful (Christensen & Johnson, 1978). Sorensen (1973) also reported that adolescent boys had dominantly positive feelings such as excitement, satisfaction and joy during their first intercourse in contrast with the adolescent girls who felt embarrassment, anxiety, fear and guilt. Schwartz (1993), who has developed First Coital Affective Reaction Scale, compared affective reactions of American and Swedish women to their first coitus and he found that American women reported significantly more negative reactions. Although these studies investigated the relational conditions during first intercourse, cultural effects and demographic characteristics of the participants and interrelation between these variables and first affective coital reactions, there is a lack of research focusing on the internal dynamics of the women in a more comprehensive way. First sexual intercourse implies a transition from virginity to non-virginity. This study aims to explore both positive and negative emotions that women

experienced during their first intercourse and the possible links between object relational level and affective tone of early relationships on this affective reactions.

6.1.2. Sexual Distress. Another variable of interest in the current study is the sexual distress level. Sexual distress defined as the personal distress level derived from the sexual life of the person. Previous research focused on the female populations with sexual dysfunctions as well as non-clinical female populations. Peters, Killinger, Carrico, Ibrahim, Diokno and Graziottin (2007) investigated prevalence of female sexual dysfunction and female sexual distress among participants with interstitial cystitis and a healthy control group. Results of the study showed that, women with IC reported significantly more sexual dysfunction related symptoms and higher levels of sexual distress. DeRogatis, Rosen, Leiblum, Burnett and Heiman (2008) developed a scale to investigate sexual distress level of females. Because of the possible linkages between sexual dysfunctions and sexual distress, they revised the scale so that the revised version reflected more sensitivity to both clinical and non-clinical samples. Another study by Bancroft, Loftus and Long (2003) investigated possible predictors of relationship related sexual distress and personal sexual distress. They found that best predictor of both types of sexual distress was the mental health of the participants. Besides this predictor, physical health was found to be related to personal sexual distress whereas conditions, emotional closeness of the partner and emotions experienced during the sexual relationship were found to be related to relationship based sexual distress.

6.1.3. Sexual Attitudes. In accordance with the interests of the current study, sexual attitudes concerning permissiveness, communion and utility were investigated. Permissiveness was defined as having positive attitudes toward casual sex with many

partners. Communion reflects an idealized type of sexuality, in which sexual relationships are valued as the most intimate and valuable form of relationships. Utility refers to instrumentality of sexuality and concerns gratifying and discharging function of sexual relationships (Hendrick, Hendrick & Reich, 2006).

Semin (1999) investigated the effects of permissiveness on transition to non-virginity, in other words in engaging in sexual intercourse. They explored the possible mediating effect of sexual efficacy on the transition from intention to behavior. They have found that permissive attitudes are related to actual engagement in behavior but an increased sexual efficacy strengthened the relationship between two variables. In another study Taris and Semin (1997) explored the transgenerational effects in terms of sexual attitudes. They investigated the transmission of sexual attitudes from parents to children and the effect of the quality of mother-child interaction on disagreements. Based on the results of this study, writers suggested that discrepancies between sexual attitudes of mothers and their children causes more dramatic disagreements in families with a low quality of mother-child interaction. Moreover, several studies suggested that a low parental permissiveness is related to postpone of engagement in sexual behavior in adolescents and involving in less partners sexually (Harvey, Wenzel, Precher, 2004). A study conducted by Hendrick and Hendrick (1987) investigated the relationship between sexual attitudes and several tendencies in love relationships. They found that instrumentality and permissiveness are more related to manipulative tendencies whereas communion is related to passionate and emphatic tendencies. In this study, participants' attitudes toward sexuality will be examined as a function of object relational level of first relationships and overt messages received from parents that are related to sexuality.

7.1. Objectives of the study

7.1.1. Objectives. The main objective of this study is to investigate the relationship between early object relations and their affective tone with later dynamics of adult female sexuality. Object relations theory proposed that early relationships, the representations of significant others and affective tone of early relationships may operate as a template for later relationships in life. Although previous research investigated the effects of object relational level and maturity on the type of psychopathology (Acklin et al., 1989; Blatt et al., 1976), the degree of psychopathology (Last & Bruhn 1983; Staicket et al., 1990), therapeutic change and improvement (Diamon et al., 1990; Gruen & Blatt, 1990), on the romantic relationships and marital consequences (Epözdemir, 2014), there has been no attempt to draw a link between object relational dynamics and adult sexuality. For the objectives of current study, the earliest memory, the earliest memory of the mother and the earliest memory of the father were obtained from participants to investigate possible separate maternal and paternal object relational effects on several affective and attitudinal aspects of heterosexual female sexuality. The current study also aimed to investigate the interaction between overt parental messages about sexuality and unconsciously operating internalized object relational aspects of parent-child relationship. Moreover, previous research using the EMP mostly included clinical populations. The current study may provide an opportunity to analyze the representative power of early memories in terms of internal and interpersonal dynamics in a non-clinical population. In the light of the existing literature on Object Relation Theory and EMP, hypotheses of the study are presented below.

7.1.2. Hypotheses of the study. In the light of the theoretical and empirical review presented above, hypotheses of the study are presented below:

1. There will be a significant effect of object relations level on three dependent variables related to sexuality.
 - a) There will be a significant effect of object relations level obtained from the earliest memory of participants on affective reaction to first coitus scores and sexual distress scores. As object relational level increases, negativity of affective reactions to first coitus and sexual distress were expected to decrease.
 - b) There will be a significant effect of object relations level obtained from mother memory on affective reaction to first coitus scores and sexual distress scores. As object relational level increases, negativity of affective reactions to first coitus and sexual distress were expected to decrease.
 - c) There will be a significant effect of object relations level obtained from father memory on affective reaction to first coitus scores and sexual distress scores. As object relational level increases, negativity of affective reactions to first coitus and sexual distress were expected to decrease.
2. It was expected that there will be a negative correlation between the affective tone of the three memories obtained from participants and affective-anticipated affective reactions to first coitus and sexual distress. As affective tone of early memories becomes more positive, sexual distress were expected to decrease and affective reactions were expected to become more positive.
3. There will be a relationship between virginity status of the participants (being a virgin or not) and overall negative or positive affective tone of early memories.

4. There will be an interaction effect of object relations level and affective type of early memories on affective reactions to first sexual coitus and sexual distress.
5. Finally, overt maternal and paternal messages related to sexuality, categorized as permissive versus restrictive will have an effect on sexual attitudes (permissiveness, communion and utility), affective reaction to first coitus and sexual distress. Interaction effect of these overtly received messages and object relations level will be investigated for each memory as an indicator of the interaction between a more conscious effect of parents and unconsciously operating relational characteristics of parent-child relationship on sexuality related variables.

METHOD

1.1. Participants

Participants of this study consisted of 247 female early adults living in Turkey. A total of 312 participants completed the survey distributed via social media and e-mail groups. The prerequisite of being a woman between the ages 18-26 was set and announced in the first page of the survey. Ten respondents were 27 years old and they were included in the final sample. For the purposes of the current study, female participants in the phase of early adulthood with a heterosexual orientation included in the final data. To protect anonymity, sexual orientation is determined by asking participants to whom they feel sexual attraction. Participants whose responses indicated a bisexual or homosexual orientation ($n = 18, 5,7\%$) were excluded from the study. Moreover, participants who did not answer the full questionnaire properly and whose age is out of the required range were excluded. The final sample consisted of 247 female adults whose age ranged from 18 to 27 ($M = 22,97, SD = 2,76$). Majority of the participants were either university graduates or students ($n = 175, 71,4\%$) and more than half of the participants reported a moderate socioeconomic status ($n = 136, 55,3\%$). The detailed information gained from the demographic form is presented in Table 1.

Table 1

Demographic Characteristics of the Sample

Variables		N	%
Marital status	Single	229	93,5
	Married	16	6,5
Education level	High school	1	0,4
	University	175	71,4
	Master	61	24,9
	Phd	8	3,3
Living arrangement	Family/relatives	108	43,7
	Friend	62	25,1
	Spouse/children	13	5,3
	Boyfriend/Girlfriend	18	7,3
	Alone	37	15,0
	Other	9	3,6
Socioeconomic status	Low	4	1,6
	Low-moderate	26	10,5
	Moderate	136	55,1
	Moderate-high	72	29,1
	High	8	3,2

2.1. Instruments

2.1.1. Demographic data sheet. Basic demographic characteristics of participants; such as age, gender, marital status, educational background, living arrangements and socio-economic status were investigated. A copy of the demographic data sheet is presented in Appendix A.

2.1.2. Assessment of Early Object Relations and Affective tone of Early Relationships: The Early Memories Procedure (EMP) and CEMSS-R. In this study, object relational level of the participants and affective tone of first relationships were assessed by using a modified/shortened version of The Early Memories Procedure (Bruhn, 1989). Information obtained from memories of participants were scored by the researcher following structured instructions of Comprehensive Early Memories Scoring System Manual-Revised (1991). For the purposes of the current study, participants were asked to report their earliest memory, their earliest memory of the mother and their earliest memory of the father (See Appendix B). Participants were instructed to write down specific incidents rather than fragmented, blurred or ambiguous instances or impressions. Participants were also informed that the length of a memory narrative is up to them, there were no limitations or a predetermined form to answer the questions about earliest memories. Although in the informed consent page, participants read that they are free to stop answering the survey any time they want, the same notification was repeated at the top of the page of the first memory question. Each of the three memory questions were followed by inquiries asking the age at which the incident occurred, the clearest part of the memory, affects related to the memory and whether there is anything participants would want to change about the incident or not, and if yes, what it would be. These inquiry part is also adopted from original EMP to simplify scoring process.

Memories were scored on four categories for the purposes of current study. The third category of CEMSS-R, object relations category, was used to determine an object relations score (ranging from 5 to 15) and an object relations level (1=lowest to 4=highest). Affective tone of the memory (negative, neutral or positive) is determined by the instructions of ninth category of CEMSS-R. Finally an overall affective tone

score (1=very negative to 7=very positive) was calculated through the instructions of eighth category of CEMSS-R.

Previous research documented that CEMSS-R is a reliable tool to investigate early memories as a projective technique. Last and Bruhn (1985) reported that two judges agreed 92.6% of the time on the items of interest in their study of 190 childhood memories. In another study including 188 memories, Last and Bruhn (1983) presented agreement rates ranging from 64.2% to 100% for major EM categories. Acklin, Bibb, Boyer and Jain (1991) investigated early memories value as expressions of relationship paradigms. They used a slightly modified version of CEMMS to score early memories. Acklin et al. presented Kappa levels ranging from .73 to .100 for 18 different EM categories. Richards, Bruhn, Lucente and Casey (2014) conducted a complete investigation of interrater reliability for all the categories of CEMMS-R. The study included ratings of five judges. Results showed that intra-class correlations of two randomly selected raters were .78. For the set of five raters, researchers reached an intra-class correlation value of .98.

Two other studies focused on the stability of early memories. Although in these studies researchers did not conduct their research on EMP, they investigated the test-retest reliability of early memories. Paige (1974, as cited in Bruhn, 1992a) conducted a research with 109 undergraduates and tested the stability of early memories with a 2 and 4 weeks interval. She found that 80% of the test-retest memories were matched. Hedvig (1963) exposed participants to success, neutral and failure conditions and collected early memories and TAT stories from the participants. He found that while early memories of participants were not affected by experimental conditions, TAT stories of participants reflected the manipulated condition.

To provide a statistical investigation of interrater reliability for the current study, a female clinical psychologist was trained by the researcher to apply the CEMSS-R and score the memories. Several randomly chosen memories were used as training tools. After the second rater gained a certain level of familiarity with and understanding of the scoring system, memories of first 10 participants were scored by both the researcher and by the second rater. Based on thirty memories, intraclass correlation was used to determine the degree of interrater reliability. The average measure ICC was .97 for object relations total score, .96 for object relations level and .92 for overall affective tone of the memories.

Studies presenting concurrent validity of the EMP and CEMSS-R were reviewed in the section 4.1.1.

2.1.3. Questions Related to Virginity status, Sexual Orientation and Age of First Coitus. Participants were asked whether or not they have engaged in sexual intercourse, participants who answered this question as “yes” were directed to the page asking the their age during first sexual intercourse experience and whether they currently have an active sexual life or not. The age of the participants at first intercourse ranged from 15 to 25 ($M = 19,87$, $SD = 2,48$). Participants who have engaged in sexual intercourse were directed to complete First Coitive Affective Reaction Scale while remaining participants responded anticipated version of First Coitive Affective Reaction Scale. Characteristics of the sample is presented in Table 2.

Table 2

Sexuality related characteristics of the sample

Variables		N	%
Virginity status	Virgin	79	32,0
	Nonvirgin	168	68,0
Sexual life	Active	138	82,6
	Not active	29	17,4

2.1.4. First Coitive (Anticipated) Affective Reaction Scale. The First Coitive Affective Reaction Scale (FCARS) was developed by Schwartz (1993) as a part of a cross cultural research project to assess affective and attitudinal reactions of Swedish and American women to their first sexual intercourse. The scale is consisted of 13 bipolar items and has a seven-point Likert type format. Participants are asked to indicate whether or not they have engaged in sexual intercourse and depending on their answer they are instructed to complete FCARS (See Appendix C) or anticipated version of FCARS (See Appendix D). FCARS ask participants to indicate the degree of affective reactions they felt during their first sexual intercourse: confused, satisfied, anxious, guilty, romantic, pleasure, sorry, relieved, exploited, happy, embarrassed, exited and fearful. A response of 1 represented “not experiencing the feeling at all” while a response of 7 represented “strongly experiencing the feeling”. The scale takes approximately 2 minutes to complete. Items 2, 5, 6, 8, 10, 12 are reversely coded and higher scores on the scale represent a more negative affective reaction to first sexual intercourse. Anticipated version of FCARS is completely same in terms of items and

question format, only participants who did not engage in sexual intercourse reported how they think they would feel at the time of first sexual intercourse.

In Schwart's original study, internal consistency of the scale was estimated as .89 for USA sample and .85 for Sweden sample.

Aşkun (2000) translated the scale to Turkish for her master's thesis and she found that Cronbah's alpha values were .76 for FCARS and .84 for anticipated version of FCARS in a Turkish sample of 205 participants.

2.1.5. The Henrick Brief Sexual Attitudes Scale. The original scale, Sexual Attitudes Scale, was developed by Hendrick, Hendrick and Reich (2006) as a 58 item scale with 5 factors. Then a brief version of the scale was presented by Hendrick et al. (2006) which is consisted of 23 items and 4 factors: permissiveness, birth control, communion and instrumentality. The scale has a five-point Likert type format and response options range from 1=strongly agree to 5=strongly disagree.

Alpha coefficient value for permissiveness subscale was .93, for birth control subscale was .84, for communion subscale was .71 and for instrumentality subscale was .77 (Hendrick et al., 2006). Higher scores indicated a lower level of the attitude of interest.

For the purposes of this study, factors of permissiveness, communion and utility were investigated as dependent variables. Hendrick et al. (2006) proposed that permissiveness is related to a liberal attitude toward casual sex with many partners. Birth control factor assesses the responsibility and tolerance in sexual life. Communion factor reflects the degree of idealistic attitudes in terms of sexuality and finally instrumentality indicated the degree of pragmatist attitudes in sexual relationships.

Karaçam, Totan, Korkmaz and Koyuncu (2012) conducted the Turkish standardization study of HBSAS (See Appendix E). They concluded that Turkish version of HBSAS is a valid and reliable tool to measure sexual attitudes of Turkish sample. Alpha coefficients for subscales were found as .86, .84, .69 and .66 for permissiveness, birth control, communion and instrumentality, respectively.

2.1.6. Female Sexual Distress Scale-Revised. FSDS-R is a 13-item and five-point Likert type scale which measures sexual distress level of the respondents (Derogatis et al., 2008). Response options range from 1=*never* to 5=*always* in the current study (See Appendix F). Higher scores on FSDS-R indicate a higher level of sexual distress. Test-retest reliability of the scale was high within a 28-day interval, reflected by a Cronbach's alpha value of .93. Internal consistency of the scale was also high, $\alpha=.86$ (Derogatis et al., 2008). Scale was translated to Turkish by the researcher to assess the level of sexual distress of the current sample. Cronbach's alpha value for this study was calculated as .91.

2.1.7. Parental Sexuality Related Overt Messages Scale. A scale was developed by the researcher to investigate the type and frequency of sexuality related messages participants received from their parents. The scale is consisted of the combination of a scale developed by Boratav and Çavdar (2012) for their research on sexual stereotypes and practices of university students and a similar scale developed by Aşkun (2000) for her master thesis. Participants were asked to indicate how intensely they have received the messages written in each item from their mother and father separately. Response options ranged from 1=*never* to 5=*a lot*. A copy of the scale can be seen in Appendix G. Items 2, 4 and 6 are reversely coded so that higher scores reflect a more restrictive attitude while lower scores indicate a permissive attitude of parents

toward sexuality. In the current study, Cronbach's alpha values of mother scale and father scale was calculated as .79 and .77 respectively.

3.1. Procedure

Ethical approval of this study was provided by İstanbul Bilgi University Ethical Committee prior to data collection. All of the data was collected via an online survey tool, www.surveymonkey.com. The link of the survey was distributed via e-mail groups (i.e. psikobilgi@yahoogroup.com) and via Facebook and Twitter. Each respondent initially encountered informed consent page and after they agreed to voluntarily participate in the study, they were directed to demographic form page. A copy of the informed consent form is presented in Appendix H.

4.1. Design

There are six main variables included in the current study. Object relational level scored from early memories, affective tone of early memories and overt parental messages related to sexuality were independent variables, whereas sexual attitudes, sexual distress level and affective reactions to first sexual intercourse were investigated as dependent variables. The design of the study is correlational.

RESULTS

The following section presents the results of the study obtained from the analyses of the data obtained from 247 participants. Firstly, descriptive information will be provided to illustrate general tendencies of the population concerning the variables included in the study. Then the results of hypothesis testing will be provided. For each hypothesis, a different method of statistical analysis was preferred in accordance with the requirements of the nature of the variables and nature of the expected relationship between these variables.

1.1. Descriptive Analysis of the Sample

Descriptive characteristics of the variables and sample were investigated and presented in Table 3.

Table 3

Means, Standard Deviations and Range of Continuous Variables

Variables	M	SD	Range
First memory object relations score	9.71	2.04	5-15
First memory affective tone	3.43	1.55	1-7
Mother memory object relations score	9.72	1.81	5-15
Mother memory affective tone	3.35	1.47	1-6
Father memory object relations score	9.99	1.94	5-14
Father memory affective tone	3.73	1.63	1-7
Age of earliest memory	4.25	2.45	1-17
Age of mother memory	4.74	3.37	1-15
Age of father memory	5.5	2.5	1-17
Age of first intercourse	19.87	2.48	15-25
First coital affective reaction	38.73	13.61	13-77
First coital anticipated reaction	39.25	11.24	18-79
Sexual distress	28.16	9.56	13-59
Permissiveness	27.5	7.97	10-49
Communion	11.74	3.06	5-25
Utility	14.58	3.46	5-25
Overt messages related to sexuality-mother	26.85	6.88	9-40
Overt messages related to sexuality-father	24.28	6.67	10-40

1.2. Examination of Group Differences Based on Object Relations Level

To obtain an object relational level from the memories of participants, all three memories of each participant were scored by using the Object Relations subcategory of CEMSS-R. For each memory of each participant, perception of others, perception of self, perception of environment, self-other differentiation and interpersonal connectedness were scored to calculate a total object relations score ranging from 5 to 15. These five subcategories were scored ranging from 1 to 3 as higher points indicated a more mature object relational level.

For the first subcategory, perception of others, for memories in which others (people and animals) are not present or others are mentioned only because of being on the periphery of the action, participants got a score of 1 indicating the lowest level. If others are present in the memory but they are primarily aggressive toward the participant or they are represented as frustrating objects, participants got a score of 2. If others are present and represented as primarily benign or satisfactory, participants got a score of 3.

Second subcategory concerned the perception of self. If the self is represented as passive, as a follower, as a victim of some action, as a recipient, as a completely ineffective observer who has no mastery over environment, the memory scored as 1. If the subject is in an attempt to have some effect on the environment however the sources of success is limited, memory is scored as 2 on this subcategory. If the subject successfully acts upon the environment by initiating some kind of an action as a full member and becomes mainly effective, memory gets a score of 3.

Third subcategory is related to the perception of environment. Memories including a primarily unsupportive or unsafe environment, an environment that aims to limit, attack or deprive the subject got a score of 1. If the environment is generally frustrating but also includes some positive sources such as self, others and circumstances, the memory scored as 2. If the memory illustrates an environment which is safe, supportive and caring, memory scored as 3.

Individual distinctiveness subcategory is related to self and other differentiation. If others are poorly defined, vague and unclear, participants got a score of 1. Memories implying some distinctiveness yet lacking specific qualities about individuals scored as 2. If others are present and highly distinctive with specific characteristics, memory was scored as 3.

Last subcategory, interpersonal relatedness assessed the degree of the relatedness. If the subject and others are alone or isolated with no interaction or if there are no others in the memory, participants got a score of 1. A moderate, momentary or rare interaction was scored as 2. If a sustained interaction clearly stated in the memory, the memory is scored as 3. If a subcategory is not scorable, the average score obtained from other subcategories were multiplied by five to get a total score.

A total object relations score for each memory was obtained by summing the scores of five subcategories. Total object relations scores ranging from 5 to 7,5 were evaluated as level 1 (lowest level), 8 to 10,5 as level 2 (moderate level), 11 to 12,5 as level 3 (high level) and 13 to 15 as level 4 (highest level).

The first hypothesis of the current study suggested that, there will be a significant effect of object relations level obtained from three memories on three

dependent variables: first coital affective reaction, first coital anticipated affective reaction and sexual distress. Because of the fact that first coital affective reaction scores and anticipated first coital affective reaction scores are mutually exclusive, these two set of scores are merged into one variable and involved in the statistical analysis as a dependent variable. Object relational level obtained from the earliest memory, from the earliest memory of the mother and from the earliest memory of the father were included in the analysis as independent variables. Object relations level of the memories were re-categorized as low versus high instead of using four separate levels. This categorization provided a more balanced distribution of participants in levels of independent variables. Level 1 and level 2 memories were categorized as low whereas level 3 and level 4 memories were categorized as high. To test the first hypothesis of the study, which assumes that object relations level of the earliest memory, object relations of the mother memory and object relational level of the father memory will have an effect on affective reactions to first coitus scores and sexual distress scores, a factorial MANOVA was conducted.

To test the MANOVA assumption the dependent variables would be correlated with each other in a moderate range, a Pearson correlation was conducted to see the relationship between two dependent variables: affective reaction to first coitus scores and sexual distress scores. Results showed that there is a strong positive correlation between sexual distress and negativity of first affective coital reaction, $r = 0.46$, $n = 242$, $p < .01$, suggesting that MANOVA is an appropriate method to use. To check the equality of covariance matrices between groups, results of Box test of equality were analyzed. A Box M value of 22.88 associated with a p value of 0.40, showed that it is appropriate to assume that the groups had equal variances.

As stated before, to test the effect of three independent variables (object relational level of the earliest, the earliest mother and the earliest father memories: low versus high) on affective reaction to first coitus and sexual distress scores, a 2x2x2 factorial multivariate analysis of variance (MANOVA) was conducted. Results showed that there is a significant effect of object relations level of the mother memory on dependent variables, Pillai's Trace = 0.03, $F(2, 227) = 3.46$, $p = 0.03$. The partial eta squared was calculated as 0.03. Given the significance of object relations level of mother memory on dependent variables, the univariate main effects were analyzed. Results showed that, there is a significant effect of object relations level of the mother memory on affective reactions to first coitus scores, $F(1,228) = 6.75$, $p = 0.01$. Participants with a low object relations level showed more affective negativity towards first sexual intercourse. However there was no main effect of object relations level of mother memory on sexual distress scores, $F(1,228) = 2.51$, $p = 0.11$.

An additive one-way ANOVA was conducted to see if there is a main effect of object relations level of mother memory on sexual distress when virgin participants are excluded from the data. Results revealed a main effect of object relations level of mother memory on sexual distress level for non-virgin participants, $F(1,161) = 6.09$, $p = 0.01$. Non-virgin participants with a low object relations level of mother memory have higher levels of sexual distress. Means and standard deviations are presented in Table 4.

Table 4

Means and Standard Deviations of First Coital Affective Reaction Scores and Sexual Distress Scores for Two Levels of Object Relations (Mother Memory)

Level of object relations	FCARS (n =236)		Sexual distress (non-virgin participants, n = 168)	
	M	SD	M	SD
1 (low)	40.73	13.01	29.00	9.92
2 (high)	35.60	12.08	26.65	8.77

Results of the 2x2x2 factorial MANOVA revealed that, there was no significant main effect of object relations obtained from the earliest memories of participants on affective reaction to first coitus scores and sexual distress scores, Pillai's Trace = 0.05, $F(2,227) = 0.58$, $p = 0.55$. There was also no main effect of object relations level of father memories on dependent variables, Pillai's Trace = 0.001, $F(2,227) = 0.02$, $p = .97$.

1.3. Correlations Between Affective Tone of Three Memories, First Coital (Anticipated) Affective Reaction and Sexual Distress

Affective tone of the memories were scored by the help of one of the inquiry questions. After writing each memory participants were asked to also write down their feelings related with each memory. The ninth category of CEMSS-R manual was used to score both the affect type and affective tone of the memories. Memories including feelings of anxiety, depression, anger, guilt, shame, jealousy, shyness, embarrassment,

humiliation, confusion, greed, stubbornness were evaluated at negative affect memories. Based on their intensity, highly negative memories got a score of 1, moderately negative ones scored as 2 and mildly negative ones scored as 3. If there was no apparent positive or negative feelings in the memory, affect type of the memory was considered to be neutral with a score of 4. Memories involving feelings of joy, elation, happiness, proud, curiosity and satisfaction were evaluated as positive affect memories. Mildly positive affects were scored as 5, moderately positive memories got a score of 6 and highly positive memories were scored as 7. As one can see, affective score of memories ranged from 1 to 7 as higher scores indicating a more positive affective tone.

A series of Pearson correlations were conducted to see the association among affective tone of the memories and first affective and anticipated affective reactions to first sexual intercourse and sexual distress scores. Note that higher scores indicated a more positive affective tone of early memories whereas higher scores on FCARS and Sexual Distress Scale indicated a more negative affective reaction and more distress. So it was expected that there will be a negative correlation between predictor variables (affective tone of three memories) and criterion variables (affective and anticipated affective reaction to first coitus and sexual distress). As expected, affective tone of all three memories were found to be significantly related to affective reactions while there was no significant correlation between affective tone of early memories and anticipated affective reactions. Sexual distress was found to be significantly related to the affective tone of the earliest memory. Results showed that there is a weak negative correlation between affective tone of all early memories and affective reaction to first sexual intercourse. The correlation between affective tone of the earliest memories and sexual distress was also weak. Correlational analyses revealed that FCARS scores and sexual

distress and anticipated FCARS scores and sexual distress were positively and moderately correlated variables. Table 5 illustrates the Pearson's *r* values and significance levels of correlations.

Table 5

Pearson Correlations Between Affective Tone of Memories, FCARS scores and Sexual Distress

Variables	1.Ar	2.Aar	3.Sd	4.Emat	5.Mmat	6.Fmat
1. Affective reaction to first coitus	-	na	.50**	-.18*	-.25**	-.22**
2. Anticipated affective reaction to first coitus		-	.41**	.11	-.06	-.04
3. Sexual distress			-	-.13*	-.07	-.12
4. Earliest memory affective tone				-	.22**	.30**
5. Mother memory affective tone					-	.19**
6. Father memory affective tone						-

Note. **p* < .05. ***p* < .01.

Note. na = not applicable.

1.4. Virginity Status and Affective Tone of the Memories

To test the third hypothesis, a Chi-square test was conducted. It was hypothesized that there will be a relationship between being a virgin or not and the affective tone of early memories as all negative or all positive. Prior to Chi-square analysis, participants whose memories were categorized as negative (on all three memories) and whose memories were categorized as positive (on all three memories)

were selected. The frequency of virginity versus non-virginity was analyzed and calculated for these selected participants. Distribution of participants is presented in Table 6. Results of the analysis showed that there is no significant relationship between an overall positive or negative affective tone of early memories and virginity status, $\chi^2(1, 82) = 1.14, p = 0.28$.

Table 6

Distribution of the participants in levels of overall affective tone of early memories and virginity status

	Virgin	Non-virgin	Total
Affect type is negative in all three memories	16	41	57
Affect type is positive in all three memories	10	15	25
Total	26	56	82

1.5. Analysis of the Interaction Effect of Object Relations Level and Affect Type of Memories on FCARS Scores and Sexual Distress

To investigate the interaction effect of object relations level (low versus high) and affect type (negative, neutral, positive), on FCARS and sexual distress scores, separate factorial MANOVAs were conducted for the earliest memory, the memory of the mother and memory of the father. In each analysis, object relational level obtained from the memory and affect type of the memory were included in the analysis as

independent variables whereas FCARS scores and sexual distress scores were included as dependent variables. As for the testing of the first hypothesis, to have a more balanced number of participants in each level of object relations level variable, four levels of object relations were transformed into two levels as low versus high. Level 1 and level 2 memories were categorized as low and level 3 and level 4 memories were categorized as high. Moreover, descriptive analysis of the data revealed that the number of participants whose memories were scored as neutral was too low (no neutral mother memories, 12 earliest neutral memories and 3 neutral father memories). So that affect type category transformed into two levels as negative versus positive by excluding neutral type of memories for each MANOVA analysis.

For the mother memory a factorial 2x2 MANOVA was conducted to determine the effect of object relations level (low versus high) and affect type (positive versus negative) of mother memories on FCARS scores and sexual distress scores. A Box's M value of 8.54 was associated with a p value of 0.49, showed that it is appropriate to assume that covariance matrices of the dependent variables are equal across groups. Results revealed that there was a main effect of mother memory object relations level on dependent variables, Pillai's Trace = 0.02, $F(2,236) = 0.57$, $p = 0.04$. Further univariate analysis showed that object relation level of mother memories has a significant effect on FCARS scores, $F(1,237) = 6.02$, $p = 0.01$. Affect type of the mother memory had no significant effect on first coital affective reactions and sexual distress scores, Pillai's Trace = 0.005, $F(2,236) = 0.57$, $p = 0.56$. There was no interaction effect of object relations level and affect type of mother memory on FCARS scores and sexual distress scores, Pillai's Trace = 0.004, $F(2,236) = 0.43$, $p = 0.65$.

A second multifactorial 2x2 MANOVA was conducted for father memories. Analysis of the main effects of object relational level and affect type of earliest father memories on dependent variables and their interaction effect on dependent variables (FCARS scores and sexual distress scores) yielded non-significant results. Box's M was 14.45 with a p value of 0.11. There was no significant main effect of object relational level of father memories on FCARS and sexual distress scores, Pillai's Trace = 0.004, $F(2,229) = 0.43$, $p = 0.64$. Affect type of the father memory, Pillai's Trace = 0.01, $F(2,229) = 112$, $p = 0.32$, and interaction of object relational level and affect type of the father memory, Pillai's Trace = 0.02, $F(2,229) = 2.39$, $p = 0.09$, had no significant effect on FCARS and sexual distress scores.

A 2x2 factorial MANOVA was conducted to test the effect of earliest memory object relations level, affect type and their interaction on FCARS and sexual distress scores. Box's M value of the analysis was 6.53 with an associated p value of 0.69. Analyses of the earliest memories showed that there was no significant main effect of early memory object relational level on dependent variables, Pillai's Trace = $F(2,226) = 1.70$, $p = 0.18$. There was a main effect of early memory affective type on FCARS and sexual distress, Pillai's Trace = 0.27, $F(2,226) = 3.19$, $p = 0.04$. Further analysis of univariate effect of affective type of early memories showed that, there was a significant effect of earliest memory affect type on sexual distress scores, $F(1,227) = 4.50$, $p = 0.03$. Participants who reported a negative affect in the earliest memories reported higher levels of sexual distress ($M = 28.91$) compared to participants who reported a positive affect ($M = 26.11$). Interaction of object relations level and affect type of earliest memories yielded non-significant results, Pillai's Trace = 0.01, $F(2,226) = 1.69$, $p = 0.18$. However, further analysis showed that there is a marginal interaction

effect of earliest memory object relations level and affect type on sexual distress scores, $F(2,227) = 3.35, p = 0.06$. To test this marginally significant result and to decrease the probability of data loss to minimum, numeric versions of object relations level and affective tone of the earliest memory and their interaction effect were included in a multiple regression analysis. Another aim of this regression analysis was to detect the nature of the interaction between two independent variables. A multiple regression analysis was conducted to evaluate how well object relational score and affective tone (higher scores indicating a more positive affect) of the earliest memory and their interaction predicted sexual distress scores. The linear combination of variables and their interaction was significantly related to sexual distress scores, $F(3,238) = 4.12, p < 0.01$. A simple slope analysis showed that the slopes of two independent variables were not different from zero. However, when the interaction was examined more closely, the observed effect was found to be due to the moderating effect of affective tone on the relationship between object relational score and sexual distress (see Figure 1). The analysis revealed that, when the affective tone of earliest memory is one standard deviation below the mean (more negative compared to mean), there is a negative correlation between object relations scores and sexual distress scores. However, when affective tone of earliest memory is one standard deviation above the mean (more positive compared to mean) the relationship between object relations scores and sexual distress scores turns to be a positive one, as object relation scores increase, sexual distress also increases. Figure 1 illustrates the moderating effect of affective tone of the earliest memory on the relationship between object relations scores and sexual distress. Note that all values are standardized z scores.

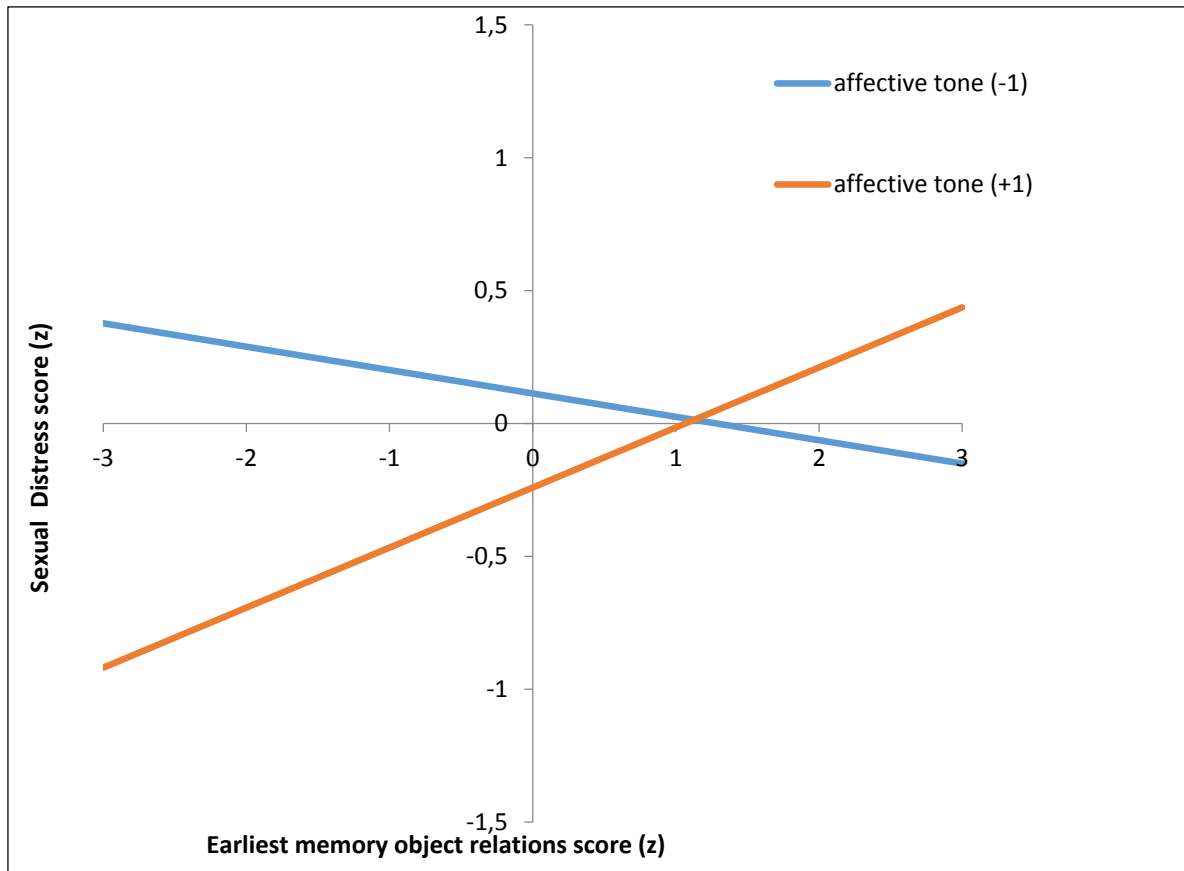


Figure 1. Relationship between object relational scores obtained from the earliest memory and sexual distress scores: Moderating effect of affective tone

1.6. Overt Parental Messages about Sexuality and Object Relations Level

To examine the effect of overt parental messages and object relations level of mother and father memories on sexual attitudes, FCARS and sexual distress scores, two separate 2x2 factorial MANOVAs were conducted. Parental messages transformed into categorical variables by using median split. This method was preferred to obtain a more equal distribution of the participants to two levels of the independent variable (overt messages as permissive versus restrictive). Lower scores indicated a more permissive attitude of parents to sexuality while higher scores indicated a more restrictive attitude.

Factorial MANOVA's included the type of parental messages (restrictive versus permissive) and object relational level of memories (low versus high) as independent variables and sexual attitudes scores, FCARS scores and sexual distress scores as dependent variables.

A 2x2 factorial MANOVA was conducted to explore the main effect of permissive versus restrictive maternal messages, the main effect of object relations level and interaction effect of these two variables on permissiveness, communion and utility scores of participants, FCARS scores and sexual distress. Box's M was 70.69 with a p value of 0.01. Results showed that type of overt maternal messages related to sexuality have a significant effect on dependent variables, Pillai's Trace = 0.05, $F(5,232) = 2.84$, $p = 0.01$. Further examination showed that type of maternal messages about sexuality have a significant effect on affective reactions to first sexual intercourse and sexual distress but has no significant effect on permissiveness, communion and utility scores of participants. F values, degrees of freedom, significance levels and partial eta squared values are presented in Table 7. Results revealed that participants who received permissive messages from their mothers reported less sexual distress ($M = 25.86$) and less negative affective reactions to first coitus ($M = 35.80$) compared to participants who received restrictive messages ($M = 30.16$ for sexual distress and $M = 40.31$ for FCARS).

Table 7

F values, degrees of freedom, significance levels and partial eta squared values of multivariate analysis of variance (Overt maternal messages related to sexuality as independent variable)

Variables	df	F	Sig.	Partital Eta Squared
Affective reaction to first sexual intercourse	1	7.16	0.008**	0.02
Sexual distress	1	11.60	0.001**	0.04
Permissiveness	1	0.08	0.76	-
Communion	1	1.06	0.30	-
Utility	1	0.24	0.62	-

* $p < .05$, ** $p < .01$

Results of factorial MANOVA for maternal messages and mother memories object relations level yielded a non-significant effect of object relational level of mother memories, Phillai's Trace = 0.03, $F(5,232) = 1.75$, $p=0.12$. Results also yielded a non-significant interaction effect on dependent variables, Philli's Trace = 0.02, $F(5,232) = 1.14$, $p = 0.33$. Further examination revealed that there is an interaction effect of overt maternal message type and object relations level of mother memory on sexual distress scores, $F(1,236) = 3.75$, $p = 0.01$. Results showed that, when overt maternal messages related to sexuality are permissive, participants whose object relations level is low reported significantly more sexual distress ($M = 28.08$) than those whose object relations level is high ($M = 23.63$), $t(117) = 2.54$, $p = 0.01$.

A factorial multivariate analysis of variance was conducted to see if there is an effect of overt paternal overt messages, object relations level of father memories and their interaction on the same dependent variables. Box's M was 48.28 associated with a p value of 0.42. Results of this MANOVA revealed A significant effect of paternal overt message type, Pillai's Trace = 0.05, $F(5,215) = 2.40$, $p = 0.03$. Further examination revealed that, type of the overt paternal messages have a significant effect on affective reactions to first coitus and sexual distress. F values, degrees of freedom, significance levels and partial eta squared values are presented in Table 8. Participants who received restrictive messages related to sexuality showed significantly higher levels of sexual distress ($M = 29.85$) compared to participants who received permissive messages ($M = 25.77$) from their father. Affective reactions to first coitus were significantly more negative for participants who received restrictive overt messages from their father ($M = 40.61$) compared to those who received permissive messages ($M = 36.33$).

Table 8

F values, degrees of freedom, significance levels and partial eta squared values of multivariate analysis of variance (Overt paternal messages related to sexuality as independent variable)

Dependent variables	df	F	Sig.	Partial Eta Squared
Affective reaction to first sexual intercourse	1	6.02	0.01*	0.02
Sexual distress	1	10.53	0.001**	0.46
Permissiveness	1	0.14	0.70	-
Communion	1	0.16	0.68	-
Utility	1	0.16	0.68	-

Note. * $p < .05$. ** $p < .01$.

Results of factorial MANOVA revealed no main effect of object relations level of father memories on dependent variables, Pillai's Trace = 0.02, $F(5,215) = 1.12$, $p = 0.34$ and no interaction effect of paternal overt message type and object relations level, Pillai's Trace = 0.02, $F(5,215) = 1.03$, $p = 0.40$.

DISCUSSION

This study aimed to investigate the relationship between object relational dynamics of early relationships and later reactions, affects and attitudes associated with sexuality in a sample of young female adults. In addition to an investigation of the dynamics of early relationships, the effect of overt parental messages related to sexuality was also investigated as a possible predictor of later sexual attitudes and affective characteristics of female sexuality.

One of the main assumptions of the current study suggested that there will be a main effect of the object relations level of the participants on the affective and anticipated affective reactions to first sexual intercourse and sexual distress level. Results revealed that only the object relations level obtained from the participants' earliest memory of the mother has an effect on affective reactions to first sexual intercourse and sexual distress. However, object relations level obtained from the earliest memories of participants and earliest father memories of participants did not reveal an effect on affective and anticipated affective reactions to first intercourse or sexual distress. The others, the actors of the incidents in earliest memories of participants involved several significant figures as the earliest memory question did not lead participants to express a memory concerning a specific figure. This more projective nature of the earliest memory question provoked a richness in the narrations of participants; the others in these memories included parents, siblings, grandparents, kindergarten teachers, cousins, relatives and peers. This feature of the earliest memory narratives formed a challenge in observing a general tendency among participants based on object relations level. Data coming from earliest memories compared the object

relations level of participants based on their relationship with the figures, the others, that are different from each other contrary to memories of mother and father.

Many theorists emphasized the importance of the pre-oedipal mother-daughter relationship in the development of female sexuality (Freud, 1932; Horney, 1926; Jones, 1927; Kestenberg, 1956; Klein, 1932; Marcus, 2004; Tyson, 1994). Freud underlined the effects of the exclusive attachment between mother and infant girl in pre-oedipal phase on later issues of oedipal phase. He proposed that the relationship between father and daughter is shadowed by earlier dynamics inherent in mother-daughter relationship. Female development is colored by a fear of the loss of the love object and female sexuality is influenced by an inevitable change of love object from mother to father. Horney (1926) and Klein (1932) proposed that, infant girl also holds a fear of a damage to her genitals or to her body, a similar fear to boy's castration fear. Klein formulized that the roots of this fear is derived from the projection of the little girl's own sadistic impulses aimed at the mother' body. A failure of good enough mothering may contribute to a failure in compensating these sadistic desires of infant girl which may in turn provoke an intense fear and anxiety of disintegration and destruction of the ego and the body. The internalized good versus bad breast and accompanying ambivalent feelings toward mother is transferred onto the father and his penis as the little girl matures and separation from mother comes into progress.

Tyson underlined the significance of mother's appreciation of her daughter's femininity and a narcissistically valued sense of femaleness on daughters' self-esteem and consolidation of a primary sense of gendered self (1994). She stated that "If the girl can find a narcissistically valued sense of femininity in identification with her mother, this paves the way for triadic object relations" (1994, p. 461). Tyson's ideas articulated

the remarkable effect of embracing a primary femininity and also enduring partial identifications with a valued maternal object in the way of establishing a valued sense of feminine self. Benjamin (1988) emphasized the role of mother's sexuality on daughter's sense of an autonomous self: "The child's struggle for autonomy takes place within the realm of the body and its pleasures. Thus, the mother who does not experience her own will and body as sources of pleasure, who does not enjoy her own agency and desire, cannot recognize her daughter's sexuality" (p. 98). All these ideas on the dynamics of mother-daughter relationship especially in pre-oedipal phase highlighted the precedence of this relationship in the psychosexual development of a woman. Results of the current study provided an empirical support to these ideas by portraying that the object relations level obtained from early recollections about mother have an effect on the affective reactions to first sexual intercourse of women and sexual distress of non-virgin participants. Stein suggested that the pleasure in eroticism comes from its capacity to provide each partner an opportunity to put their own pleasure onto the partner. Then the momentary control and possessing of the other's pleasure constitute the pleasure of sexual experience itself, which arises within a merged relationship and a process of projective identification (1998, as cited in Target, 2007). This description of sexual intercourse resembles the dynamics of earliest mother-infant relationship, from a Kleinian point of view.

The sexuality related variables investigated in this study illustrated subjective experiences related to first sexual intercourse and general distress level about sexual life. The non-significant results concerning object relations level of father memories do not necessarily imply that father figure is unimportant for the psychosexual development of women. Rather this result may be related to variables in question.

Sexuality related variables in this study were reflective of the participants' approach to sexuality and experience of sexuality as a whole rather than focusing on the changing or stable dynamics related to the partner, the other, in the sexual relationships. Internalized relationship with the father, the self-representation and object representation in the realm of this relationship may be related to affects and attitudes linked with more specific variables such as affective characteristics related with the partner in romantic and sexual relationships.

In parallel with the theories of Jacobson and Kernberg, affective tone of all the early memory narratives were in correlation with the affective reactions to first sexual intercourse. Contrary to what was expected, results showed that there was no correlation between affective tone of the any of three memories and anticipated affective reaction to first sexual intercourse. These results were in parallel with the partial outcome of the analysis of first hypothesis of the study. Overall picture implied that, object relations level obtained from mother memory has an effect on the affective reactions to first intercourse and sexual distress scores of only non-virgin participants. Affective tone of early memories is related to affective reactions to first sexual intercourse for non-virgin participants whereas there was no relation between affective tone of memories and anticipated affective reaction. These results suggested that the object relational and affective dynamics of early relationships is effective on sexuality related variables only in cases when participants have or had a real life sexual experience. This phenomenon can be explained by projection and idealization mechanisms. An event that has not been realized yet, is more open to fantasies, idealizations and projections of the subject compared to a real experience that has left specific memory traces. Participants who did not engaged in sexual intercourse may have responded questions in line with their

idealizations, desires and fantasies concerning the moment of first sexual intercourse or sexual life in general terms. Thus their responses may be reflective of how they desire to feel rather than how they expect to feel.

One of the hypotheses of the study claimed that there will be a relationship between the overall affective negativity or positivity of all three memories and virginity status. The distribution of virgin versus non-virgin participants whose all three memories involved a negative versus positive affect type was investigated. Results revealed no relationship between virginity status and overall affective type of the memories. This non-significant result may be related to the complexity of the issue at hand. Transition from virginity to non-virginity, the decision of engaging in sexual intercourse is related to a complex matrix of demographic, social, psychological, biological, developmental and situational factors such as family structure, educational level, characteristics of the relationship with partner, religious beliefs, cultural values, peer relationships and self-esteem (Aşkun, 2000; Laflin, Wang & Barry, 2008).

One of the objectives of the current study was to investigate the interaction effect of object relations level and affect type of memories on sexuality related variables. Results revealed no interaction effect of mother memory object relations level and affect type on affective-anticipated affective reactions to first intercourse and sexual distress. Investigation of father memories also yielded the same results concerning the interaction effect. Although the interaction effect of object relational level of the earliest memories and the earliest memory affect type revealed non-significant results for affective and anticipated affective reactions to first coitus, there was a significant interaction effect on sexual distress level of participants. Further examination of this significant result showed that, when affective intensity is more positive than the mean

of the earliest memory affective scores of sample, there is a positive relationship between object relational level and sexual distress. In other words, as object relations level increases, sexual distress level also increases. A contrary tendency was revealed when the earliest memory affective scores are below the mean of the sample. In this case, a negative relationship observed between object relations level and sexual distress. As object relations level increases, sexual distress scores decrease. With the exception of this last interaction result, outcome of the investigation of interaction effect revealed non-significant results in general. These findings suggested that object relational maturity and affective tone of the early relationships may have effects on later relational dynamics and later affective characteristics of these relationships in their own and differentiated way.

The negative relationship between object relations level and sexual distress scores in cases when affective tone of early memory is positive, was an unexpected and surprising outcome conflicting with the hypotheses of this study. This interesting result can be explained by a defensive and/or idealizing kind of approach of participants to early recollections. The earliest memory question is more ambiguous by its nature thus it may have provoked more anxiety in participants leading to a more defensive kind of narrating which conceals the real affective tone of the memories. These memories may have a screening function of the conflict behind the narrated scene (Freud, 1899), although they affectively seem positive. Kernberg (2004) proposed that existence of a relationship with an object naturally involves a circumstance of not-being with an alternative, idealized version of the object. These alternative versions repertoire for both the object and the relationship develops as cognitive abilities and imagination of the subject become more complex and sophisticated. Moreover, existence of a self

representation is also the bearer of the representations of not-me or a self-ideal in relation with object ideals and relational ideals. The combination of self ideal and object ideal establishes the ego ideal, which is one of the three main components of the superego. An oedipal superego nuclei and a more primitive sadistic superego nuclei derived from the projected and internalized aggression consolidate the superego in combination with ego ideal. When there is a fail in integrating these three components, a strict superego marked by a dominant tendency related to different components of the superego may emerge. In the case of the participants who reported a significant positive affect and whose sexual distress levels increase as object relations level increase, we may think of the contribution of an ego ideal dominance and a rigid superego.

Existence of such a dynamic may be a provoker of sexual distress and anxiety, as new experiences with external objects raise a threat against the idealized representation of self, object and the relationship between them. Benjamin (1995) emphasized the need of idealization of father in the phase of separation from mother for both boys and girls. She stated that “The psychological imperatives of early narcissism and separation individuation lead the child to invest the father and the phallus with idealized attributes. These idealized attributes are crucial not only to self but also to sexual development” (p.119). The idealization of the earliest relationships may be reflective of a difficulty in transferring this idealization to later objects and relationships because of possible awakening of the feelings of guilt and anxiety.

Besides unconsciously operating object relational dynamics and affective tone of the early relationships, the effect of overt parental messages related to sexuality on participants’ sexual attitudes and affects was investigated in the current study. Results revealed that there is no effect of the maternal and paternal message type, restrictive or

permissive, on participants' sexual attitudes of permissiveness, communion or utility. However, type of both the maternal and paternal messages were effective on affective reactions to first sexual intercourse and sexual distress level. Moreover, results showed that when the maternal messages are permissive, participants with low object relations level reported significantly more negative affective reactions to first coitus and more sexual distress than the participants with high object relations level. This results indicated that, participants' attitudes toward sexuality are not significantly affected by sexual messages received from parents. In literature, attitudes described as "enduring systems of positive or negative evaluations, emotional feelings and pro or con action tendencies with respect to social objects" (Paratkanis, Breckler & Greenwald, 1989, p. 6) and sexual attitudes were found to be influenced by gender roles, ethnicity, sexual knowledge, certainty of future, marital status and educational level (Davis & Niebes-Davis, 2010; Lyons, Manning, Giordano & Longmore, 2013; Zuo, Lou, Gao, Cheng, Niu & Zabin, 2012). Thus attitudes are prone to be largely affected by social and cultural factors, in addition to familial ones. Discrepancy between parents' messages and participants' sexual attitudes can be explained by the fact that sexual attitudes are cognitively held evaluations and they are exposed to an ongoing transformation and reformation under the influence of a complex accumulation of social and moral factors (Paratkanis et al, 1989). Although constructs that are more cognitive and value-related in nature did not affected significantly by message type of the parents, affective characteristics of female sexuality were influenced by parental messages. There is not a direct link between the attitudinal tendencies of a person and behavioral and experiential counterparts of that attitudes. A person who has permissive attitudes about sexuality may anyway experience negative emotions during sexual intercourse. The results of the

correlation analysis revealed no relationship between participants' beliefs and attitudes about sexuality and affective reactions and sexual distress.

As mentioned above, when the sexuality related messages of mother is permissive, participants with a low level of object relations revealed higher levels of negative affective reaction to first coitus and more sexual distress. The permissive messages were reversely coded in the study as higher scores of parental messages indicated a more restrictive attitude. However, a low level of restrictiveness or a high level of permissiveness may be an indicator of the lack of communication between mother and daughter rather than an active exchange of permissive messages. In combination with a low level of object relations, this lack of overt interpersonal communication about sexuality may have resulted in more negativity of affective reactions to first sexual coitus and more sexual distress.

1.1. Limitations of the Study and Suggestions for Future Research

This study included a convenient sample, consisting of young female adults. Demographic characteristics of the population showed that, the sample consisted of female participants with a minimum educational level of high school degree. The sample dominantly consisted of university graduates and students with a moderate socio-economic status. This uniformity of sample characteristics may be related to the method of data collection. Data collection was operated online by using social media and e-mail groups, resulted in a connection network reaching participants who had similar demographic characteristics. This procedure of data collection may have created another bias; only females who have an access to social media got informed about the survey and participated in the study. The results of the study need to be replicated with a more representative sample coming from different regions of the Turkey with a wider

age range. Moreover, only heterosexual female adults included in the sample in line with the purposes of this study. Future research may investigate the dynamics and effects of early relationships on sexuality in male populations and populations with non-heterosexual orientations.

Another limitation of the study may be related to the method used to collect early memory narratives of the participants. Some participants who have experienced a high level of anxiety may have experienced a difficulty in clearly and elaborately expressing their early memories. This anxiety may have been resulted in a short, undetailed and poor narrative which is evaluated as a reflection of low object relations level. Future research may consider this factor and use appropriate methods to assess situational anxiety to evaluate its effect on the determination of object relations level of the memories. More studies using EMP should be conducted to see if this method of obtaining information through early memories is an appropriate and reliable way to assess object relational dynamics in Turkish population.

Although results did not provide a full support for the hypotheses of the study, in a country where thinking and talking about female sexuality still stands as a taboo, any effort in the way of asking questions about the dynamics of female sexuality is valuable. This study aimed to make an effort in understanding intrapsychic dynamics of female sexuality by examining the effects of object relational constructs. Future research may try to investigate the interaction between social-societal factors and internal dynamics and their possible effects on female sexuality.

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APPENDICES

APPENDIX A
Demographic Data Sheet

Yaşınız:

Cinsiyetiniz: K () E ()

Medeni haliniz: Evli () Bekar ()

Eğitim durumu:

İlkokul () Ortaokul () Lise () Üniversite () Yüksek Lisans ()

Doktora ()

Şu anda kimlerle yaşıyorsunuz?

Arkadaş () Aile/akraba () Sevgili () Yalnız ()

Eş/çocuklar () Yurt () Diğer ()

Ekonomik durumunuz:

Alt () Orta alt () Orta () Orta-üst () Üst ()

Şu anda yaşadığınız şehir:

Büyüdüğünüz şehir(ler):

APPENDIX B

The Early Memories Procedure

Bu çalışmanın ilk bölümünde sizden bir takım anılarınızı yazıya dökmeniz beklenecektir. Tüm bilgilerin anonim olarak saklanacağını ve kendinizi rahatsız hissettiğiniz noktada çalışmayı bırakabileceğinizi unutmayınız.

1. Lütfen aşağıdaki boşluğa **hatırladığınız en erken anınızı**, aklınıza gelen tüm detaylarıyla (mekan, kişiler, duygular, olay akışı, olayın sonuçları vs.) yazınız. Parçalı ve kopuk izlenimler, görsel imajlardan ziyade hatırladığınız belli bir olayı aktarmanız beklenmektedir. İstedığınız uzunlukta yazabilirsiniz.

Lütfen yukarıda yazdığınız anı için aşağıdaki soruları yanıtlayınız:

Size göre anının en belirgin kısmı nedir?

Anıyla ilişkili duygularınız nelerdir?

Bu anınız sırasında kaç yaşındaydınız?

Bu anıyla ilgili değiştirmek istediğiniz bir şey varsa, neyi değiştirmek isterdiniz?

2. Lütfen aşağıdaki boşluğa **ANNENİZLE ilgili hatırladığınız en erken anınızı**, aklınıza gelen tüm detaylarıyla (mekan, kişiler, duygular, olay akışı, olayın sonuçları vs.) yazınız. Parçalı ve kopuk izlenimler, görsel imajlardan ziyade hatırladığınız belli bir olayı aktarmanız beklenmektedir. İstedığınız uzunlukta yazabilirsiniz.

Lütfen yukarıda yazdığınız anı için aşağıdaki soruları yanıtlayınız:

Size göre anının en belirgin kısmı nedir?

Anıyla ilişkili duygularınız nelerdir?

Bu anınız sırasında kaç yaşındaydınız?

Bu anıyla ilgili değiştirmek istediğiniz bir şey varsa, neyi değiştirmek isterdiniz?

3. Lütfen aşağıdaki boşluğa **BABANIZLA ilgili hatırladığınız en erken anınızı**, aklınıza gelen tüm detaylarıyla (mekan, kişiler, duygular, olay akışı, olayın sonuçları vs.) yazınız. Parçalı ve kopuk izlenimler, görsel imajlardan ziyade hatırladığınız belli bir olayı aktarmanız beklenmektedir. İstedığınız uzunlukta yazabilirsiniz.

Lütfen yukarıda yazdığınız anı için aşağıdaki soruları yanıtlayınız:

Size göre anının en belirgin kısmı nedir?

Anıyla ilişkili duygularınız nelerdir?

Bu anınız sırasında kaç yaşındaydınız?

Bu anıyla ilgili değiştirmek istediğiniz bir şey varsa, neyi değiştirmek isterdiniz?

APPENDIX C

First Coitive Affective Reaction Scale

Aşağıdaki maddeler **ilk kez cinsel birleşme deneyimi yaşadığınız anda hissettiğiniz duygularla** ilgilidir. Lütfen maddeleri mümkün olduğunca dürüst bir biçimde, doğru olarak yanıtlamaya çalışınız. Lütfen a'dan m'ye tüm maddeleri 1 ile 7 arasında değerlendiriniz. "1", söz konusu duygunun hiç hissedilmediğini, "7" duygunun güçlü bir şekilde hissedildiğini ifade eder. Aradaki sayılar da bu iki uç arasındaki durumlar için işaretlenmelidir. Yaşamış olduğunuz duyguyu en iyi ifade eden sayıyı işaretleyiniz.

İlk cinsel deneyiminizi yaşadığınız sırada hissetmiş olduğunuz duygular nelerdi?

a. Kafam hiç karışık değildi	1 2 3 4 5 6 7	Kafam çok karışık
b. Hiç tatmin olmamıştım	1 2 3 4 5 6 7	Çok tatmin olmuşum
c. Hiç endişeli değildim	1 2 3 4 5 6 7	Çok endişeliydim
d. Kendimi hiç suçlu hissetmedim	1 2 3 4 5 6 7	Çok suçlu hissettim
e. Kendimi hiç romantik hissetmedim	1 2 3 4 5 6 7	Çok romantik hissettim
f. Hiç zevkli değildi	1 2 3 4 5 6 7	Çok zevkliydi
g. Hiç üzgün değildim	1 2 3 4 5 6 7	Çok üzgündüm
h. Hiç rahatlamamıştım	1 2 3 4 5 6 7	Çok rahatlamıştım
i. Hiç kullanılmış hissetmedim	1 2 3 4 5 6 7	Çok kullanılmış hissettim
j. Hiç mutlu değildim	1 2 3 4 5 6 7	Çok mutluydum
k. Hiç utanmamıştım	1 2 3 4 5 6 7	Çok utanmıştım
l. Hiç heyecanlı değildim	1 2 3 4 5 6 7	Çok heyecanlıydim
m. Hiç korkmamıştım	1 2 3 4 5 6 7	Çok korkmuşum

APPENDIX D

Anticipated First Coitive Affective Reaction Scale

Aşağıdaki maddeler sizin **ilk kez cinsel birleşme deneyimini yaşadığınız anda yaşayabileceğiniz duygularla** ilgilidir. Lütfen maddeleri mümkün olduğunca dürüst bir biçimde doğru olarak yanıtlamaya çalışınız. . Lütfen a'dan m'ye tüm maddeleri 1 ile 7 arasında değerlendiriniz. "1", söz konusu duygunun hissedilmesinin hiç beklenmediğini, "7" duygunun güçlü bir şekilde hissedilmesinin beklendiğini ifade eder. Aradaki sayılar da bu iki uç arasındaki durumlar için işaretlenmelidir. Yaşayabileceğinizi düşündüğünüz duyguyu en iyi ifade eden sayıyı işaretleyiniz.

İlk cinsel deneyiminizde hissedeceğinizi düşündüğünüz duygular nelerdir?

a. Kafam hiç karışık olmaz	1 2 3 4 5 6 7	Kafam çok karışık olur
b. Hiç tatmin olmam	1 2 3 4 5 6 7	Çok tatmin olurum
c. Hiç endişeli olmam	1 2 3 4 5 6 7	Çok endişeli olurum
d. Kendimi hiç suçlu hissetmem	1 2 3 4 5 6 7	Çok suçlu hissederim
e. Kendimi hiç romantik hissetmem	1 2 3 4 5 6 7	Çok romantik hissederim
f. Hiç zevk duymam	1 2 3 4 5 6 7	Çok zevk duyarım
g. Hiç üzgün olmam	1 2 3 4 5 6 7	Çok üzgün olurum
h. Hiç rahatlamam	1 2 3 4 5 6 7	Çok rahatlarım
i. Hiç kullanılmış hissetmem	1 2 3 4 5 6 7	Çok kullanılmış hissederim
j. Hiç mutlu olmam	1 2 3 4 5 6 7	Çok mutlu olurum
k. Hiç utanmam	1 2 3 4 5 6 7	Çok utanırım
l. Hiç heyecanlı olmam	1 2 3 4 5 6 7	Çok heyecanlı olurum
m. Hiç korkmam	1 2 3 4 5 6 7	Çok korkarım

APPENDIX E

The Henrick Brief Sexual Attitudes Scale

Lütfen her bir ifadeyi dikkatlice okuyunuz ve size en uygun gelen seçeneğin altındaki boşluğu işaretleyiniz. Lütfen tüm soruları yanıtlayınız.

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. Birisiyle seks yapmak için ona bağlanmak zorunda değilim.					
2. Rastgele seks, kabul edilebilir bir olaydır.					
3. Çok sayıda partnerle seks yapmaktan hoşlanırım.					
4. Tek gecelik ilişkiler bazen çok eğlenceli olabilir.					
5. Belli bir zamanda birden fazla kişiyle cinsel birliktelik yaşamak, normal bir şeydir.					
6. Her iki taraf da aynı fikirdeyse seksi zevklerin paylaşımı olarak görebiliriz.					
7. En iyi seks, kuralların olmadığı sekstir.					
8. İnsanlar daha özgürce seks yapabilse hayat daha kolay olurdu.					
9. Çok sevmediğin birisiyle seks yapıp bundan hoşlanmak mümkündür.					
10. Seksin yalnızca iyi bir fiziksel rahatlama niteliğini taşıması mümkündür.					
11. Doğum kontrolü, sorumluluk taşıyan cinselliğin bir parçasıdır.					
12. Bir kadın, doğum kontrolü sorumluluğunu paylaşmalıdır.					

13. Bir erkek, doğum kontrolü sorumluluğunu paylaşmalıdır.					
14. İki kişi arasında en yakın iletişim tarzı sekstir.					
15. Birbirini çok seven iki kişi arasındaki cinsel ilişki, en üst düzeydeki insan etkileşimidir.					
16. Seks iyi bir nitelikte olursa, iki ruhun birleşmesine benzer.					
17. Seks, yaşamın çok önemli bir parçasıdır.					
18. Seks, genellikle yoğun ve insanı adeta ezip geçen bir yaşantıdır.					
19. En iyi seks, kendi zevkine odaklandığın sekstir.					
20. Seks, öncelikle başka birinden zevk almaktır.					
21. Seksin temel amacı zevk almaktır.					
22. Seks, öncelikle fiziksel bir şeydir.					
23. Seks, esasen yemek yemek gibi bir beden işlevidir.					

APPENDIX F

Female Sexual Distress Scale-Revised

Lütfen her bir ifadeyi dikkatlice okuyunuz. Ne sıklıkla soruda sorulan biçimde hissettiğinizi işaretleyiniz. Lütfen tüm soruları yanıtlayınız.

Ne sıklıkta,

	Hiç	Nadiren	Zaman Zaman	Sıklıkla	Her zaman
Cinsel yaşamınızla ilgili stresli hissettiniz?					
Cinsel ilişkilerinizle ilgili mutsuz hissettiniz?					
Cinsel zorluklarla ilgili olarak suçlu hissettiniz?					
Cinsel problemler yüzünden hüsrana uğramış hissettiniz?					
Seksle ilgili olarak gergin hissettiniz?					
Cinsel problemler dolayısıyla değersiz hissettiniz?					
Seksle ilgili olarak endişeli hissettiniz?					
Cinsel anlamda yetersiz hissettiniz?					
Cinselliğinizle ilgili pişmanlık hissettiniz?					
Cinsel problemler dolayısıyla utanmış hissettiniz?					
Cinsel hayatınızdan tatmin olmamış hissettiniz?					
Cinsel hayatınızla ilgili olarak kızgın hissettiniz?					
Düşük cinsel arzu duymaktan rahatsız hissettiniz?					

APPENDIX G

Parental Sexuality Related Overt Messages Scale

Aşağıdaki ölçekte anne babanızdan cinsellikle ilgili almış olabileceğiniz olası mesajlar sıralanmıştır. Anne ve babanız için ayrı olarak bu mesajları ne yoğunlukta aldığınızı her bir madde için değerlendiriniz. Lütfen hiçbir maddeyi boş bırakmayınız. **Lütfen çıkarımlarınız üzerinden değil, açık ve net olarak bu mesajları ne kadar aldığınızı üzerinden değerlendirme yapınız.**

ANNENİZDEN aşağıdaki mesajları ne yoğunlukta aldığınızı değerlendiriniz.

	Hiç	Çok az	Ne az ne çok	Fazlaca	Çok fazla
Cinsellik yaşamak evlilik dışında ayıp ve günahtır.					
Cinsellik rahat yaşanacak, doğal karşılanacak bir durumdur.					
Cinsellik yaşamak temkinli olunması gereken bir risktir.					
Cinsellik keyif ve haz alınacak bir deneyimdir.					
Cinsellik tedirginlik duyulacak bir şeydir.					
Cinsellik denenmesi, keşfedilmesi gereken bir fırsattır.					
Evlilik öncesinde bekareti korumak oldukça önemlidir.					
Evlilik öncesi cinsellik yaşamak korkutucu bir deneyimdir.					

BABANIZDAN aşağıdaki mesajları ne yoğunlukta aldığınızı değerlendiriniz.

	Hiç	Çok az	Ne az ne çok	Fazlaca	Çok fazla
Cinsellik yaşamak evlilik dışında ayıp ve günahtır.					
Cinsellik rahat yaşanacak, doğal karşılanacak bir durumdur.					
Cinsellik yaşamak temkinli olunması gereken bir risktir.					
Cinsellik keyif ve haz alınacak bir deneyimdir.					
Cinsellik tedirginlik duyulacak bir şeydir.					
Cinsellik denenmesi, keşfedilmesi gereken bir fırsattır.					
Evlilik öncesinde bekareti korumak oldukça önemlidir.					
Evlilik öncesi cinsellik yaşamak korkutucu bir deneyimdir.					

APPENDIX H
Informed Consent Form

Arařtırmacının adı: Damla Okyay

Arařtırmacının kurumu: İstanbul Bilgi Üniversitesi

Bu arařtırma İstanbul Bilgi Üniversitesi Klinik Psikoloji programı öğrencisi Damla Okyay tarafından tez yükümlülüğünün bir parçası olarak Psikanalist/Uzman Klinik Psikolog Nilüfer Erdem danışmanlığında yürütölmektedir. Bu arařtırmada erken nesne ilişkileri ile cinsellikle ilgili tutum ve duygular arasındaki ilişki ile ilgili bilgi edinilmesi amaçlanmaktadır.

Arařtırmaya 18-26 yaş arası kadın bireyler katılabilmektedir ve katılım tamamen gönüllölük esasına dayalıdır. Bu arařtırma kapsamında toplanan tüm veriler gizli tutulacak, tamamen bilimsel amaçlarla kullanılacak ve toplu olarak deęerlendirilecektir. Anketi doldurma süresi katılımcıdan katılımcıya deęişiklik göstermekle beraber, anketi tamamlamanın en fazla 45 dakika alacağı öngörülmektedir. Eđer çalışmanın herhangi bir noktasında kendinizi rahatsız hissederseniz anketi doldurmayı bırakabilirsiniz. Çalışmanın geçerliliği açısından, verdiğiniz bilgilerin arařtırmaya dahil edilebilmesi için tüm soruları yanıtlamanız gerekmektedir.

Arařtırmaya yönelik herhangi bir sorunuz, sorunuz ya da geribildiriminiz olursa, damla.okyay@bilgi.edu.tr adresinden arařtırmacıyla iletişime geçebilirsiniz.

Katılımınız ve katkılarınız için teşekkür ederiz.

Klinik Psikoloji Yüksek Lisans Öğrencisi Damla Okyay